

## **Kinesiology Departmental Updates for WASC September, 2005**

The Kinesiology Department is pleased to address the following questions related to the WASC review:

### **What have you done as a department so far on your program review plans?**

1. Kinesiology submitted a Self-Study document generated out of a departmental retreat in June 2001. (See Appendix A)
2. Kinesiology submitted a program review assessment plan in January 2004 (See Appendix B)
3. Kinesiology submitted a program progress report in Fall 2004 (See Appendix C). It is important to note that since April 2003 the primary item of discussion in almost all departmental meetings was program review.

### **What evidence have you gathered?**

1. The Kinesiology department assessed all PEA course syllabi for connections to each of the college's learning standards. Where appropriate, each course developed a stated objective and a corresponding assessment, which was then included in the syllabus. (See appendix D). To add, the assessments were monitored by the Department Chair for each course and submitted to an electronic portfolio.
2. A Fitness for Life Alumni survey was developed and sent to over 2100 alumni with 895 responding. The data was helpful in making course changes such as:
  - a. The cardiovascular assessment was changed
  - b. The lecture content changed to better reflect student interest and health concerns.
  - c. The testing format moved away from standardized questions to better reflect course content.
3. A updated Fitness for Life survey was developed that assesses student's attitudes and lifestyle practices. This survey is administered at the beginning and at the conclusion all FFL classes. The responses have been very helpful in making relevant course changes such as adding lectures on sleep and body image.
4. The critiques received from both surveys have resulted in significantly improved course evaluations.
5. In both the 2004 Kinesiology Guatemala mission trip and 2005 Kinesiology Europe Mayterm students were exposed to a unique learning experience where they developed a greater appreciation toward cultural and socio-economic diversity. Excerpts from student papers and a collection of poems written by our Guatemala students are presented in Appendix E.
6. During the Fall 2004 our department underwent a major curriculum change within the Kinesiology major. We consolidated two different tracks into one. This work was done in efforts to become more efficient as a department and to better align

- our coursework with the needs of the health professions to which the majority of our graduates seek employment.
7. In response to a growing trend in the Allied Health Sciences, a member of the Kinesiology faculty used a sabbatical to train in the study of Gerontology. As a result, new material and an extra unit of credit has been added to KNS 181 (Special Populations) and an experimental course in Gerontology has been added to our curriculum.
  8. In our department's curriculum, students are together at the beginning (Foundations) and at the conclusion (Senior Seminar) of their Westmont experience. This is an excellent opportunity to pre/post evaluate change related to the Westmont Learning Standards. In the initial class, students write a mission statement and in their Senior Seminar class they return to this document and respond with evidence of meeting their goals. This is part of a senior culminating paper and remains in their permanent file. The first set of students undergoing this work will be completed Spring 2006.
  9. The department's Senior Breakfast provides a unique opportunity for our graduates to share of their experiences as Kinesiology majors. A video from the Spring 2002 event captured these stories. In addition, quotations from this breakfast appear in Appendix C, pages (not in packet)
  10. The department has maintained a strong commitment to the college's senior exit interview program.

### **What do you plan to analyze?**

Kinesiology is also committed to preparing students to enter the many professions within the allied health professions. Our department will regularly evaluate and update our major's curriculum and course content to respond to the changes within this collection of professions.

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.

Professors for each Kinesiology class have generated a pre/post assessment tool. Questions are intended to assess how the course contributes to the Westmont Learning Standards and what changes might need to be made. This is an on-going dialog between professor and Chair.