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.

The Kinesiology was also one of the first departments on campus to begin the WASC review process. In the Fall 2004 our department established three targeted goals, which focused on the Physical Education Activity (PEA) program, the General Education course called *Fitness for Life* and the effectiveness of our off campus Europe Mayterm program. The results of these goals were submitted in the Fall 2005 Kinesiology Department Program Review Progress Report.

Listed in the “Next Steps” section of this Fall 2005 report were three target goals to be evaluated in this report. Targeted goal #3 pertained to our pre-med concentration within our curriculum. This goal has been postponed because of the newness of this program. More time is needed to assess our effectiveness in matriculating Kinesiology majors into medical schools. In that report, targeted goal #2 pertained to our internship programs and establishing feedback from the intern supervisors. It was determined that a more valuable assessment would come from establishing a rubric whereby we would able to measure student growth from their sophomore year to their senior year. This effort appears as targeted goal #1 in this current report.
Program Goal #1

The initial goal stated under “Next Steps” in the revised Fall 2004 program review plan was

- Students will participate in a pre/post self-reflection over the four-year experience in the Kinesiology major; beginning with the first course in the major and culminating in the Senior Seminar class.
- 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). The same professor teaches both classes which affords an excellent opportunity to chart students’ progress throughout their tenure as Kinesiology majors.
- In addition, this goal will provide information on how well students in our department reflect the college wide Standard of Christian Orientation and the Competent and Compassionate category in the General Education requirements, specifically Serving Society; Enacting Justice.

The goal has subsequently been sharpened to define more specifically these three assignments that will sequentially facilitate self-reflection

- In the Foundations course, students will submit a mission statement that focuses on personal goals to be accomplished during their four years at Westmont in the Kinesiology major. These might include spiritual, social, intellectual and career-related goals.
- In Senior Seminar (the last course in the major), students will be given copies of their mission statement and asked to reflect on how well they have accomplished those goals indicted on their earlier mission statement. This will help them prepare for the senior paper assignment.
- The final culminating assignment in the Kinesiology major is a senior paper which provides the opportunity, among other things, to reflect back over their four years and comment on their areas of growth, mentors who have played a significant role in their lives, discuss their perspective on such issues as social justice, wellness, and current trends in kinesiology related areas.

The goal has been further refined to reflect targeted benchmarks for the 2005-2006 academic year as determined by the final senior paper rubric data

- Self-reported spiritual growth. This sub-goal relates to the Christian orientation standard of Westmont College. Initial benchmark: at least 70% report a maturing faith that reflects growth that occurred during their four years at Westmont.
- Career goals. Initial benchmark: at least 80% report some or well defined career goals by the time they complete our Senior Seminar course.
- Social justice. This sub-goal relates to the Competent and Compassionate category in the General Education requirements, specifically Serving Society; Enacting Justice. Initial benchmark: 80% of students who attended one of our Kinesiology off-campus programs demonstrate a growing understanding or
well-developed understanding of social justice issues as reflected by examples cited and a conviction to act or a deeper understanding of causation.

- Role models/mentoring within our department. Initial benchmark: at least 70% report benefiting from significant mentoring within our department and/or appreciating faculty as significant role models in their growth.

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**Data**

**Procedures**

- Three members of our department read a sample of 7 senior papers out of 30 and evaluated the responses using a rubric developed for this specific purpose. Each paper was 12-15 pages in length.
- The rubric was first drafted by a member of our department and then revised with suggestions from our program review coordinator.
- One outside reader/consultant with 12 years of experience in higher education (Ph.D in Education) gave input on the rubric we developed for future use.

**Students mission statements**

- Been collected and preserved for the past 4 years, beginning in 2002
- Distributed to the spring 2006 Senior Seminar class to graduating seniors
- Students were asked to read over their early goals and submit a written reflection on how well those goals were met. See sample in Appendix A.

**Senior papers**

- Assigned and collected during spring of 2006. See Appendix B for description of written assignment. See Appendix C for sample of senior paper.
- Distributed to 3 members of our department and one outside reader
- Evaluated using a rubric developed for this program review cycle to rate student responses. See Appendix D.

**Additional questions on the rubric were included to**

- Provide information for other departments setting program review goals. Question on rubric: Which additional courses outside of our department played a significant role in their educational growth?
- Provide information for the General Education committee. Question on rubric: Did students self-report an appreciation for their liberal arts education at Westmont?

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**Interpretation of Results**

The Kinesiology Department met at the conclusion of the Spring 2006 semester to discuss the readers’ findings from the self-reflections collected in Senior Seminar. Four meetings have been scheduled in the fall to follow-up specifically on the “social justice” and “mentoring” data. The results of the spring discussion are outlined below, beginning with the data specifically related to the program review goals.

**Program Goal Reflections**
Students will participate in a pre/post self-reflection over the four-year experience in the Kinesiology major; beginning with the first course in the major and culminating in the Senior Seminar class.

- Self-reported spiritual growth.
  Initial benchmark of 70% achieved. 76% of our students demonstrated evidence of a maturing faith that has become their “own”.

  "Most importantly, my experience at Westmont has taught me how and what it means to trust in God. There have been several experiences including being an RA that has taught me to hear God’s voice and to trust it when I hear it."

- Career goals.
  Initial benchmark of 80% achieved. 93% of our students reported evidence of “some or well-developed” career goals. In fact, 46% report “well-developed” career goals.

  "In seeking to foster my interest in public health and health promotion, I have made several educational and professional goals. I plan to get my Master of Public Health to deepen my knowledge in the public health/health promotion field."

- Social justice.
  Initial benchmark of 80% not achieved. 44% of students who attending one of our off-campus Kinesiology programs demonstrated either a “growing or well-developed” understanding of social justice issues. Out of the 44%, only 6% fell in the “well-developed” category.

  "I don’t feel that social justice truly exists or can ever exist. I feel there will always be a ruling class or a class that is more privileged. …I don’t think that this is wrong because there will always be someone who is stronger and more competent than those lower in the social food chain."

- Mentoring within the department.
  Initial benchmark of 70% not achieved. Only 46% of our students reported benefiting from significant mentoring within our department and/or appreciating faculty as significant role models in their growth. One student writes regarding one member of our department

  "In everything he does, from loving his family to teaching and coaching, I see how much he loves life. This role model is one that reaches beyond a professional level and is something I have tried to learn from him while I was at Westmont College."

- Appreciation for the liberal arts.
  Our department did not set a benchmark for this data. 71% of our sample described “some or great” appreciation for the liberal arts. We will use the data to share with the General Education committee of Westmont College.

  "My time at Westmont in a liberal arts education has contributed to much personal growth the past four years. I love learning. Through hands-on experience (such as labs and Europe Semester), variety (general education classes and electives), and application to real life (integrating faith, culture and current issues into learning), I have developed an increasing excitement to learn."

- Specific courses outside of the major cited as significant to education.
  Again, no benchmark was set. We will share the courses listed as significant to the individual departments.

- The data reported above is summarized in Appendix E.
• Effectiveness of the assessment method used
  o Our findings correlated well with the educational consultant.
  o The senior paper proved to be a “treasure-trove” of data for future assessment goals. Many sub-goals can potentially be measured through this type of data.

• Proposed changes in the assessment techniques used
  o Suggestions from the educational consultant will be incorporated in the 2006-2007 rubric used to evaluate senior papers. These include sharpening our categories and developing a better method of reporting findings on the rubric.

• What have we learned as a department about student learning?
  o Students seem to benefit from consistent self-reflection, beginning with their first course in the major.

> Having to reflect on the foundations in which I build my life, make my decisions, and dream of future goals and aspirations was hard and time consuming, but also very good. It is an opportune time to be looking at my life philosophy and core values...

> Writing this paper and reflecting on my undergraduate experience has been very enlightening. I have felt nostalgia, pride, humility, joy and many other emotions while reflecting on the experiences...I have realized though the process of reflection that every good decision and very bad decision that I have made in the past has contributed to who I am today. I will not dwell on negative experiences, but I will learn from them.

  o Students are growing in their spiritual lives during their four years as Kinesiology majors. This is important to our department and we strive to model this kind of growth in our own lives, reflected in our courses. Note results from senior paper rubric in Appendix E.

  o Most of all students have clearly defined career goals by the time they graduate. This process began with the mission statement assignment in the first course of the major. Note results from senior paper rubric in Appendix E.

  o Our students are not demonstrating a commitment or understanding of social justice issues. This is disappointing to us! We had hoped that our off-campus program offerings (inputs) would accomplish changes in this area (outputs), but a % rating on this issue from the senior paper sample is not satisfactory to us. Merely attending an off-campus program does not insure heightened sensitivity to areas of social justice. This needs to be reinforced in our coursework as well. Note results from senior paper rubric in Appendix E.

  o While some of our students are receiving mentoring within our department, we have been under the impression that almost all of our students are receiving the guidance they need. Note results from senior paper rubric in Appendix E.

• Did the department make progress toward meeting its goal?
The 4 year plan of self-reflection seems to be a good data tool. Keeping mission statements in student files and asking for two follow-up self-reflections during the senior year (reflection on mission statement and senior paper) seem to be an effective way to promote student self-reflection. One student writes upon reflection of her initial mission statement:

It was extremely interesting to reread my mission statement from freshman year in Foundations. It is so encouraging to see that when you set a goal that it is possible to achieve that goal.

Although it first seemed to be an unattainable task, our attempts to quantify subjective material seems to be successful. See appendices D and E.

Using the Results

The following conclusions were drawn from the data and department discussions:

- One member of our department has been given the role of providing materials and suggestions for better student mentoring and advising. A reading list is currently being compiled and will be disseminated to other members of the department in the fall. Some portion of each of the fall monthly meetings will be devoted to this topic.
- Classes have been designated to target social justice issues.
  - For example, General Nutrition will target nutritional needs in developing countries. Special Populations will expand its section on federal laws that provide equality for people with disabilities. Professors will submit to the program review data bases samples of student writing in the area of social justice.
  - The 2007 off-campus Kinesiology program in Europe will include readings in the area of social justice worldwide.
  - In General Nutrition, students will be made aware of a conference being held in November entitled “Public Health and Human Rights” and encouraged to attend.
- Articles for our department members on mentoring and assigned readings related to social justice issues for our students on our off-campus program will be stored on the S drive under “Data for Program Review”, which can be retrieved by other faculty members and the WASC team. Senior papers are stored in permanent student files.
- We feel confident that the data “self-reported appreciation for the liberal arts” and “specific classes outside of the major cited as significant” is valuable information for other departments and the general education committee. The results of the two additional questions included in our rubric have been distributed to the appropriate departments and the general education committee.
Program Goal #2

This goal was to measure the effectiveness of the Kinesiology curriculum through a senior exit interview. In past years, the senior exit interview has been a campus-wide approach. This year, the Kinesiology Department decided to carry out its own department-specific Senior Exit Interview.

The Senior Exit Interview was administered for several important reasons:

- The Kinesiology department recently consolidated its curriculum into a single B.S. offering and this was essentially the first graduating class that navigated this critical transition.
- Several of our majors matriculated through as the last to receive the B.A. These can be difficult times when classes are discontinued or offered infrequently.
- Whenever a curriculum goes through a consolidation process, it necessitates important feedback to determine if critical educational components were sacrificed for the sake of efficiency. Several of our questions focused on perceived omissions as well as perceived overlap.
- This year’s graduating class was exceptional in many ways. They were a particularly large class with 30 students graduating. Of these graduates, 50% received academic honors – attaining a GPA of 3.5 or higher. To add, many of these graduates were preparing to continue their education by attending a variety of graduate programs. It was therefore critical to assess our effectiveness in preparing these students for further training.
- With a new curriculum one also risks losing continuity with the goals of the General Education program. Several of our questions attempted to assess this question as well.

The Senior Exit Interview methodology:

- Selected faculty within the Kinesiology Department participated in developing a senior exit interview questionnaire. In the end, we produced a Senior Response Form which asked nine questions, all of which pertained to their experience as Kinesiology majors (see Appendix F)
- Individual faculty members were then expected to provide a graduating senior the questionnaire, which they filled out with written responses and numerical ratings. A total of 10 out of our 30 graduating seniors were asked to participate.
- Once the questionnaire was filled out, the individual faculty member met with the graduating senior and went through the response form, question by question. Faculty members made comments as well as the seniors.

Data

- Appendix G reflects the mean and standard deviation scores for each of the nine questions, plus the collated responses of both the seniors and the individual faculty member. Student responses are in quotes and the faculty responses are in parenthesis
• The mean and standard deviation scores for each question represent student responses only. No faculty input was weighted in these scores. The role of the faculty member was to merely aid in the interpretation of student responses.

**Interpretation of Results**

Once the data was scored and collated, the Kinesiology Department met to evaluate and interpret student responses. This meeting occurred at the conclusion of the spring 2006 semester.

Survey Reflections

• It was apparent from the overall responses that the Kinesiology Department has much to celebrate.
  o Most apparent was the consistent praise and appreciation offered to our faculty, even though none of the questions asked students to evaluate their professors. In addition to affirmation given to the Kinesiology faculty, professors outside the major were also mentioned.
  o Questions A through D and H focused on the new consolidated curriculum and are as follows:

A. Overall, please rate the strength of the Kinesiology curriculum

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B. Were your initial expectations of the Kinesiology curriculum met?

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C. Concerning curriculum overlap:

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D. Any notable content areas missing in the Kinesiology curriculum?

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H. How well has the Kinesiology curriculum prepared you for your next goal(s) in your professional development?

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(S. D. = 0.74)

As the first class to experience this new curriculum, it was gratifying to see that students highly valued their coursework. The Kinesiology curriculum at Westmont College is particularly challenging for at least two reasons. First, we target students who wish to serve in the allied health professions. This is such a broad base of professions that no “cookie-cutter” student exists. Some students were pursuing coaching and teaching careers. Others were preparing to become physical therapists or exercise physiologists.

*The core courses definitely provided foundational preparation, but in addition, senior seminar, pedagogy and strength and*
conditioning have been more influential prep courses than I would have expected.

I feel like I am a well rounded person who can speak intelligently about most issues.

Second, the Kinesiology majors need to be skilled in both the basic sciences and in the social sciences. Their learning environments varied from the classroom to the internship site, to the athletic field and to the laboratory. They presented lesson plans, original research and therapeutic modalities. With so many different student needs and goals, the collective voice of the students could have been one of discord.

As a whole, I thought the curriculum was challenging yet doable.

I didn’t come with specific expectations, but I do feel the Kinesiology curriculum is very effective in addressing academic material as well as practical application of what is taught in the lecture and text.

Questions F and G targeted our departments contributions to the General Education program:

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<td>F. How well did your Kinesiology experience help with your writing and communication skills?</td>
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<td>G. How well did your Kinesiology experience as a whole integrate and strengthen your faith?</td>
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The specific questions raised in this survey were not intended to be exhaustive. Several General Education questions were asked in program goal #1 as well. But with respect to writing and communication skills, students needed to demonstrate proficiency in writing and public speaking. Every respondent valued these experiences, and many students were surprised how much writing and speaking proliferated our curriculum. So many students expressed enhanced confidence in addressing large groups.

I can’t recall a class that didn’t require some sort of presentation assignment. As far as writing I think grammar and proper writing was valued/expected in addition to content.

Public speaking very much enhanced.

Questions H and I were intended to get at overall student satisfaction and confidence in their education. These questions scored the highest with the
tightest standard deviations of all the questions. Students consistently expressed confidence and pride in their major.

*I had a great experience with this department. Professors and the classes they taught helped my personal growth in many ways.*

*Great subjects, classes and professors – I don’t know why anyone would choose a different major!*

It was noted that our students recognized all aspects of our curriculum and demonstrated a good understanding of how it works together.

- It was apparent from the overall responses that the Kinesiology Department has not completed the task of curricular consolidation.
  - Student responses were not lacking in ideas for new classes and/or omitting some classes. Some of the responses reflected courses that were undergoing tremendous change from one year’s offering to the next, such as Motor Behavior, Pedagogy and Leadership and Human Anatomy. So it was understandable that students were less than satisfied with some of these courses in transition. It was also pointed out that Psychology of Sport and Movement did not meet the academic rigor commensurate with the rest of the Kinesiology curriculum. The results of this survey will be used in conjunction with course evaluations to better interpret what changes are needed in these courses. To add, the Kinesiology faculty will be meeting in the fall 2006 to discuss whether curricular course modifications are necessary.
  - Question E looked at the advising effectiveness from our faculty:

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<th>E. How well did we advise you?</th>
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This question demonstrated a lack of understanding of what advising is to the students. From the student responses it was apparent that advising meant “scheduling classes” (this responses was consistent with program goal #1 as well). What our professors see as advising is getting to know the individual student and discerning individual strengths, needs and possible fit within the department and within the profession. Our faculty need to better define what advising means to them and what a student can expect during their times together with the professors.

*I never felt very much guidance towards any of my personal interests.*

*Truthfully, I did not feel like I had any advising at all. I felt like I got more advising from friends and my own research than I did from the department.*
Using the Results

While Kinesiology has much to celebrate related to this program goal, we are quick to acknowledge that the dynamic nature of the major requires us to continue sharpening curriculum. It is not acceptable at any administrative level to allow for complacency. To the contrary, our work is still largely in process. Therefore, our goals for the coming year are to:

- Solidify the curriculum. We need to extricate needless course overlap and seriously evaluate where to add and delete courses both in the required and elective curriculum. It was also noted that one major’s course in particular needs to be more challenging and current (Sport and Movement Psychology).
- Solidify the measuring tool. It was felt that students might not have understood one or more of the questions from the survey. Although rare, maybe the questions could be clearer.

Next Steps

As noted in the above section, curriculum examination and revision will always be core to our on-going review process. To add, as curricular revisions are made, professional development of our faculty will be occurring as well.

- As discovered in both program goals, advising/mentoring needs to be better defined, communicated and practiced. This will be a focus of department training for the 2006-07 school year.
- In preparation for the Europe Mayterm 2007 trip, a purposeful component needs to be added – the topic of social justice on a worldwide scale. This trip will visit at least one former soviet bloc country where the relevance of this topic could be effectively realized. The student’s culminating paper is one measurable tool for evaluating this outcome.
- Solidify our measuring tools. Although the overall sense was positive related to these two evaluative tools, improvements have already been noted. The rubric used in program goal #1 required considerable time to extract data and therefore multiple individuals were used to complete the project. Can the rubric be simplified? Can data collection be simplified?

As Kinesiology looks beyond the 2006-07 school year, we anticipate examining the following issues:

- Facilities. This is an on-going topic campus wide, but along with curricular changes comes the need to provide activity and laboratory space. This past year space requirements were not being met and with our growing, dynamic department this problem will only become pressing.
- The Kinesiology Pre-Med program. This program was launched at the beginning of the 2005-06 school year. We have several students matriculating through this program and our effectiveness in matriculating these students into medical school will need to be evaluated.
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Appendix A

KNS 195 Senior Seminar
Mission Statement Reflection
January 18, 2006

My mission statement first of all talked about why I am at Westmont and what my goals were in being here. I stated that I wanted to grow up, learn a lot, and integrate Christ into all aspects of my life. Especially this year, I have done all of these.

I have “grown up;” I live in a house, have to pay my own rent and make my own food, I look at life and people with a more mature, broad, and well rounded lens. I know a little more about whom I am and where I want to be.

I have also learned a lot. Not only do I know much in the subject of kinesiology, my major, but I also have learned much in a variety of subjects. General education classes, both on campus and abroad, have broadened my perspectives and knowledge in religion, philosophy, communication, art, psychology, and history. Not only do I feel I have a good grasp on a wide variety of subjects, but I love learning about them and applying them to real life. My educational goals have reached beyond my expectations.

Finally, I am constantly growing in my integration of Christ into all aspects of life. I definitely have a long ways to go, but I think that spiritual development is a life-long developmental process. I can say that I am farther in the journey than when I started at Westmont, but am constantly seeing even more ways to mature in my faith, and I am so excited about my future faith journey.

I also mention how I value relationships and wanted mine at Westmont to be full of fellowship and fun. Well, God has answered my prayers. I love my friends at Westmont!

Looking at the future, I was pretty general, just saying how I want to be willing to serve him and people, to go wherever and do whatever God leads. For the most part I am right on board, but one of my goals I would like to accomplish is complete surrender and willingness. I want to have ultimate trust to the all-knowing, all-powerful Lord of my life. Through my changing career ideas and aspirations (I no longer want to be a nurse, but rather get my masters and work in Public Health) one may sense my flexibility for change and following new directions. However, I know in my mind that I need to let go more than I have. God is still taking care of me, but I need to trust him more, and I will do that by being more in prayer for my future and reading the word even more.

A final goal that I have in my last semester of Westmont is to take advantage of every opportunity and make the most of every moment. I am never going to experience this life again: all of my friends together in a prime location and not having a career or family to “tie us down.” I will accomplish this by looking for fun things to do and being willing to plan things or go along with things others do and not just sit around and wait for opportunities to come to me. I am going to make this last semester memorable with the people I love. I am not going to worry about the future, but live in the present. I am going to enjoy what I have now before it escapes me.
Appendix B
Senior Paper Assignment

Format: MLA style, font #12 and 1.5 spacing (even though MLA suggests double spacing) with one inch margins. Good papers in past years have been between 10-12 pages. Pagination is required.

Objective: In this culminating paper, you will be reflecting upon your undergraduate education and integrating this education and experiences into a “Philosophy of Kinesiology”. It is appropriate to write this paper in the first person (i.e. I believe...It has affected me in these ways...)

Required inclusions:

(1) Basic philosophy of life: include a definition of "philosophy". Where do you see yourself in relation to the major classic philosophies? What are your major personal life aims and goals (not professional)? What major areas of personal growth have happened for you personally as an undergraduate in becoming a "liberally" educated person? Discuss how the liberal arts have changed you.

Please talk about the major influences on your growth: classes, instructors, models, reading that have been significant (both devotional and scholarly), and experiences you have had. After describing these, discuss what has played the most significant role in your growth. What areas have you seen where you need to grow? Reflect on ways you were given stimulus for growth and why it did not happen. What will you do about this? Also, state your personal philosophies concerning love, character, knowledge, social justice and personal wellness. This is REQUIRED. Use supportive literature in your statements. Reference to authoritative sources is appropriate.

(2) Philosophy of Kinesiology: cite authoritative sources in your answer which support your positions.

a. What is Kinesiology: the discipline? Identify your definition.

b. Overall goals of the discipline and identify your specific area of professional interest (i.e. physical therapy, occupational therapy, physician’s assistant, teaching, athletic training, medicine, coaching...). Why have you chosen this possible direction?

c. Discuss three of your professional objectives (prioritized).

d. My "ideal" professional working situation: description. This can be an “image” you have formulated.

e. From your point of view, how does being a Christian make someone "different" as they function within your profession of choice.

f. Favorite professional role models and why?

(3) Choose Three Issues: Select, discuss and analyze three critical issues that directly relate to a potential career choice of yours. Research the issues and reference the sources. Finally suggest resolutions based upon foundational facts and your resultant philosophy. Are there ethical issues which need consideration in any of these issues? Describe your strategy for implementing this philosophy as a professional.

Examples:
“Medical Pursuits”
1. Should patients have direct access to physical therapists?
2. Ergometric Aides and Nutritional Supplements: aids to health or threat to well being?

(4) Conclusion: highlights of the journey in writing this paper and glimpses of impact for your future.

Alphabetized “Works Cited” page with sources appropriately cited throughout your paper.

6) Submit two copies on the day the paper is due. One will go in your permanent file and should have an appropriate cover page. The second copy does not need to include a cover page.

S:/KNS/Handouts/K.195/195ppphil
My Personal Philosophy

Philosophy of Life

First and foremost, I strive to obey “the greatest commandment” as Jesus states in Matthew 22:37-39, to “love God with all [my] heart and with all [my] soul and with all [my] mind” and the second, to “love [my] neighbor as [myself]” I think that in keeping these as my top two priorities all my other aims in life, including to enjoy life, make the most of every opportunity, live a healthy life of balance, help people, learn all I can, see others how God sees them, and glorify God in all I do, can be achieved. Like many Christian thinkers agree, the most important investment I could make in my life is my relationship with God, and it is my goal to keep the Lord as my life-long, highest precedence goal.

Both the big and the small decisions I have made thus far in life have been shaped by the most important priorities in my life: to love God and love people. Many other believers, past and present, tend to share my same values of God and people, and have written and published their “life philosophies.” Although my decisions, growth, and priorities have been set through my own personal experiences, I have adopted several principles which are reflected by major classic philosophies. Dictionary.com defines philosophy as “a system of values by which one lives,” and with faith as a foundation of my system of values, all else has come into place.

“Philosophy is concerned with testing ideas and the validity of the way questions are asked and answered” (Brown 335). Plato was one of the first philosophers to teach “a doctrine of life after death which was linked to rewards and punishments...” (33), however “Plato makes no claims of divine revelation” but rather truth is found through self “recollection and rational reflection” (34). His lack of trust in the Lord as the provider of truth leads me to stray from the infamous Plato as a reflector of my own life philosophy. Following Plato was Aristotle, who “was concerned with the discovery of objective truth and purpose” and that “moral excellence comes about as a result of habit,”
which cannot be separated from virtue (49). Aristotle’s focus on character formation through choices guided by the soul is a philosophy I would agree with. I think that by obeying the Lord and learning from our experiences our character develops virtuously. Adopting Aristotle’s “Golden Mean” philosophy in ethics, meaning avoiding “excess” or adopting temperance on both sides of negative choice (Griffin 349) can lead to me loving and helping people and living a balanced, healthy life. St. Augustine, who used Aristotle as a launching pad to his philosophy, said that “lovers of God will conform to God’s will” (Griffin 111). His priority of God reflects my own, and as I believe, Augustine thinks that you can “love God and do as you please” (Griffin 112) meaning that when you love God with all your heart, your will will conform to his will and thus through faith comes freedom, because you will naturally be obeying God by doing as you please.

I have mainly been writing of my philosophy of life (God as my first priority) and how it has affected my ethics or morals. However, one may argue that my first priority, God, does not even exist, and thus I cannot even base any of my philosophy following the Lord. However, famous philosopher Aquinas of the Middle Ages addressed this debate on the existence of God and proposed that “there are five ways in which one can prove that there is a God,” all of which, thoroughly articulated, “draw on Aristotle’s view of causation, actuality, and potentiality” (Brown 124). Without going into detail, I stand firm in my belief that God is true and worth basing my entire existence and choices on, and can use the detailed proofs of Aquinas (as well as my own experience, etc) to address any skeptic on the issue.

Finally, my priority of people, and loving and serving them, can be reflected by the philosophies of Immanuel Kant and Martin Buber. Buber’s philosophy entitled “dialogic ethics” suggests that we should treat others “not in neutral ground, but as in the image of God” (Griffin 241). This other-centeredness is Biblically sound and I think helps me not be selfish or treat others not as things, but to love them as Jesus loves them. In the realm of choosing what to do in a situation that involves people, Kant’s philosophy of the “categorical imperative” includes a test in which we can ask ourselves: what if everyone did that? (Griffin 110) The key to getting along he thinks is truth telling, behaving consistently (obeying unchanging standards), and doing to others as we would want to be done ourselves. I agree with Kant’s general philosophy and try to do my part
in obeying the “unchanging standards” so that I am an example of Christ and can not be blamed for something going array.

In balancing the spiritual aspects of life with the body and mind, there are several philosophies who have taken a stand on which should take precedence. Idealism sees the mind as above all, then the body and spirit (Milner). Realism in turn ranks the body first, then the mind, then the spirit (Milner). I think that the spirit should be top priority, unlike these common philosophies. However, as a human, and especially a Kinesiology student living in America, it is very easy to approach life and not allow the mind (such as school) or the body (such as staying healthy) moves to higher priority than the spiritual. Also, caring for the mind and body is tangible and results are usually immediate and can be ranked, whereas any investment in the spiritual life takes faith and time. Therefore, although I tend to be idealistic or hedonistic at times, I still would like my personal philosophy to be investing in my spiritual life first and foremost and reflecting God in all I do and all that I am, and hopefully everything else will fall into place because of my faithfulness and obedience to Him.

As reflected in the philosophies mentioned, my major life aims and goals include: to love God and love people, keep God as my first priority, and surrender control to Him. I also strive to stay healthy relationally, emotionally, and physically. I aim to enjoy life (including my career) and experience as much as possible. Finally I want to take every opportunity to learn new things and learn from my mistakes.

My time at Westmont in a liberal arts education has contributed to much personal growth the past four years. I love learning. Through hands-on experience (such as labs and Europe Semester), variety (general education classes and electives), and application to real life (integrating faith, culture, and current issues into learning), I have developed a constantly increasing excitement to learn. Also because of my liberal arts education I am better at communicating. I am now more comfortable and confident in front of people and better able to read people and their needs and feelings. Westmont has not only been the only influence in my growth and development these past four years. God, my family, my friends, living with roommates, diverse classes and internships, my study abroad program, Bible study, church, my leadership in Potter’s Clay and Young Life, trips to Guatemala, India, as well as working and babysitting have all been significant influences
in my life and lessons learned the past four years. I thank the Lord for all the experiences he has provided me with as well as people that I have come in contact with through my liberal arts Westmont education. It has been challenging, but all good things take effort and I am so glad that I stuck through and have been able to reap the benefits by growing and learning to live the prioritized life God created me to live.

These people and experiences have been very influential in my spiritual, relational, personal, educational, and physical growth. I do, however, have a long ways to go. Spiritually I always pray for more faith in the Lord, more reliance on Him, and that I could abide more in Him so that His love and character shines through me. I would like to grow relationally by loving people more unconditionally and being more generous. Personally I would like to gain more confidence in myself and using my gifts and skills. Educationally I would like to grow by continuing my education at the graduate level, and physically I want to continue to take care of myself through proper nutrition and exercise.

My beliefs concerning love, character, knowledge, social justice, and personal wellness all have been shaped through several influences including, my upbringing, my faith, relationships, and experiences (including those of mentioned earlier of the past four years at Westmont).

Love, I believe, is the most important virtue we can possess. This includes a healthy, balanced, and I Corinthians 13-type love for God, others, and ourselves. Love should be unconditional. It is not only an action, but a mindset, a characteristic, a discipline, and an overall being. Love should be reflected internally (our souls, hearts, and minds) and externally (our actions). Contemporary theologian Dallas Willard states “trying to act loving fails. Instead it is love itself that must drive our actions... focus on inner characters and our relationship with Christ” and we will be loving people. I believe we can only truly understand love through the cross and Christ, who first loved us. I tend to pick and choose who and when I love and even use it as a tool to get something back by loving. However, “instead of withholding love to change somebody, pour it on, lavishly... God had never withheld love to teach me a lesson” (Miller 220), and I think that God is the ultimate example of what love is.
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I think that character is how we display our inner state. A Bible study I am doing called “Discovery” put it perfectly: “if we are abiding in the Lord... attached to the vine,” our character will be that of “love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self control,” the fruits of the spirit (Galatians 5:22-23). Character is not a skill that can be taught or a talent that we have, but a result of the spirit living through us. It is what drives us in actions, reactions, choices, morals, feelings, etc. Good character is one of the three pillars that every employer looks for, according to Dana Sanders, but is the only virtue that cannot be learned or adapted. It is developed and ingrained in us and takes a lot (the Spirit) to change us.

I love learning. I have grown up in school hearing the phrase “knowledge is power,” meaning that knowing lots of facts or concepts will get you places. I agree that knowledge is power, but I think that it includes more than mere information we learn in school. I believe that knowledge comes from Christ and is being aware of and confident in the Lord and the world around us. Knowledge is a value that we should always strive for... an understanding that comes through life experiences and more importantly, through Christ.

God requires us in Micah 6:8 to “act justly and love mercy and to walk humbly with your God.” This is the archetype verse Christians use in their defense for social justice. I agree that we should seek to help the afflicted, to act fairly, and to give back what has been unfairly taken away from so many. If we are to love our neighbor as ourselves, how can we sit back and let our “neighbors” be treated unjustly or treat them unjustly ourselves? Jesus’ heart for the poor, oppressed, outcast, and distraught should not go overlooked. He is the example we are to follow and his love for the “unlovable” and intolerance of injustice is something we should be following. Whether it is in our own community or to the ends of the earth, there is injustice everywhere, and I believe we need to take action (in word or deed) to let truth prevail, to let justice be served.

Personal wellness is another aspect of life that I think should be invested in. This not only includes taking care of ourselves physically such as exercising routinely and having healthy eating habits, but it also includes investing in other areas of our health. Being psychologically, relationally, emotionally, intellectually sound contributes to our overall balanced well-being. I firmly believe that promoting good health or wellness now
and putting effort into those preventative measures will lead to a longer, healthier, and happier future. With my kinesiology education being a great influence, I am an advocate of starting to take care of one's self now in order to prevent future complications, and now want to go to grad school and have an eventual career in public health/health promotion.

**Philosophy of Kinesiology**

According to our department's website, Kinesiology is the study of the art and science of human movement (westmont.edu). More detailed, "kinesiology is a discipline that focuses on physical activity... [including] experiencing physical activity, studying the theoretical and conceptual bases of physical activity, [and] professional practice centered in physical activity" (Hoffman 9). Physical activity affects all systems of the body and several areas of life. God created our bodies to be able to move and benefit from being active, and I believe that we should take advantage of the gift we have of physical activity. The Kinesiology major at Westmont is a great advocate of overall wellness and its goals (according to the website) include: to prepare us for future career and research in Kinesiology areas, and to help us be comfortable, knowledgeable, and confident in our major and our faith. The department has done a great job of integrating the aspects of the Kinesiology major with faith and every single one of my professors has been a living example of living a well-rounded, prioritized lifestyle of God, family and other relationships, and physical activity, all contributing to overall personal wellness. Their examples have been both influential and encouraging to me. They have proven that integrating God into a career and investing in our physical well being while still keeping the spiritual and relational areas as top priorities is possible and beneficial. Their passion of what we learn has sparked my interests, especially in the areas of fitness and nutrition. Realizing how important it is to invest in personal wellness and learning about how many people today do not... and are suffering from health problems because of their lack of taking care of themselves, has narrowed my interest even more to public health and health promotion.

In seeking to foster my interest in public health and health promotion, I have made several educational and professional goals. I plan to get my Master of Public
Health to deepen my knowledge in the public health/health promotion field. From there I want to have a career where I work with people and help improve their health and lifestyles through teaching, informing, training, supporting, motivating in health improvement programs. Eventually I want to empower those I work with to spread their knowledge and adopted healthy habits with others through education, enthusiasm, and advocating permanence and research new strategies, interventional tools, health issues, and other information in the health promotional field.

I took a few tests through the Office of Life Planning department at Westmont, one which revealed our “work related values.” My ideal working situation would first and foremost include these top 8 values which are: work-life balance, community, working with others, helping others, change and variety, practicality, excitement, and a fast pace. These values stem partly from my top priorities (God and people), and partly from my personality. According to the Myers-Briggs, a personality profile test, I am an ENTP. The letters each represent different “personality traits,” first being where I get energy, next how I acquire information, how I make decisions, and finally my orient toward the world. ENTP stands for extravert, intuitive, thinker, perceiver meaning that I am outgoing, imaginative, logical, and flexible. I dislike routine, get bored if can’t be creative, and work best in the initial stages of a project. The final test I took looked at the skills that I possess which can be translated into any working environment. According to the test, I can do these things well: conceptualize, design, generate ideas, visualize, synthesize, initiate change, improvise, plan/organize, multi-task, adapt to change, teach/train, counsel, manage time, and budget.

Thus, with all of these tests from the Office of Life Planning allowing me to realize and verbalize what I am actually good at, what I enjoy, and most of all who I am and what I value, I have been able to somewhat narrow down what my ideal professional working situation would look like. I took one final test called the “Strong Interest Inventory Profile” that accumulates all my values, personality, and skills into “occupational themes” that should help guide me in my future profession. The test showed that my occupational themes are “social” (people, teamwork, helping, community service), “investigative” (science, medicine, research), and “realistic” (practicality, athletics). Adding to that my “top interest areas:” spirituality, healthcare
services, counseling and helping, research, and athletics. I would prefer: “working with people, learn by doing/ arguments and challenges, to lead by taking charge, and have both team and independent roles in my future career. I have so many words to narrow my search and help define what my ideal professional working situation would look like. I would like it to include all that these tests revealed. Right now I think that this would mean having a flexible and varied career in which I work with a variety of populations through education, motivation, promotion, and implementation of much needed lifestyle choices for health improvement.

From program building to personal training, I am open to where God leads me. Most of all I just want to be where God wants me and to be using the gifts, talents, and passions he has given me for His glory. Being a Christian in the Public Health profession, like in any job environment, will be challenging, but also amazing opportunity for ministry. In order to stand out from the rest because I proclaim that Christ is my Lord and Savior, I need to live like that in every moment. The biggest witness I can be is through my example. In a field where the physical is so emphasized, I need to hold to my value that the spirit is more important than body. Taking care of your body is glorifying God, but this discipline is a result of abiding in the Lord, who created us and has given us the gift of life and physical activity. Thus, it is honoring to God to take care of our bodies, the “temple” in which he dwells. I need to keep this mindset in my career and be in constant prayer to the Lord for the people I work with and come in contact with, that in whatever way I would be available for God to use me to touch others and for Him to be glorified.

Issues

Childhood obesity and government involvement (information from Cho, Jacobson, Kann, and Krisberg)

Childhood obesity, an “epidemic,” has doubled in the past 30 years and this unhealthy lifestyle, effecting more than 9 million children in the US today, puts them at risk for several chronic and life-threatening illnesses. Researches blame community designs discouraging physical activity, less access to nutritious foods, more TV watching and video games, and high-calorie convenience foods. Health care expenses are
skyrocketing and thus many states are taking steps to addressing nutrition in schools. Education, vending machine regulations, school breakfast and lunch program renovation, etc are all being considered. However, the fact that the USDA only regulates items sold inside the cafeteria brings much debate to whether vending machine sales, that bring great revenue to the schools, should be controlled (change what is offered) or banned. Physical activity is another problem that needs to be addressed, but how to get kids to adopt healthy and active lifestyles is the problem. Research has shown that unhealthy physical states have contributed to low academic achievement and is costing schools millions. Some schools have legislated that funds be allocated to Action for Healthy Kids programs, and in Arkansas even BMI is taken annually. California passed a law in 2005 banning the sales of certain snacks and sodas from school vending machines, but other states such as Massachusetts have had trouble finding governmental and community support in taking preventative measures in children’s health issues.

Issues about how involved schools and government should be are still causing huge debate. Some parents are upset and others are encouraging. Some schools gladly will drop commercial food sales and sacrifice great revenue for the sake of healthier kids. Some cannot or will not sacrifice the money. I didn’t realize how different each state, each district, and even each school is in where they stand on involvement in the problem of childhood obesity. The tension causes a great issue in deciding if government should be involved (and to what extent) in educating and even “forcing” healthier food decisions and exercise habits. I think that any effort to combat childhood obesity is important, but because children are so moldable and affected by their environment, it is necessary to be tactful and consistent in the implementation of healthy habits.

*PE programs required in public schools* (information from JPERD)

Schools have always struggled with the issue of whether to require a PE program in public schools... and for what ages. Many advocates for wellness-based physical education programs find implementing curricular reforms and securing funding an issue. Some don’t want to make it required, some don’t want to spend the money, and there is even debate as to what the curriculum should include. In 2001, however, the DoDEA adopted a “New PE” program requiring all schools on military bases to have a wellness-
based program for grades K-12, modeled after the National Association for Sports and Physical Education. The curriculum focuses on lifelong activity and students will be tracked annually of their fitness progress.

This is great and I think that the military is right on in adopting a lifelong activity-based program. Kids these days are so sedentary and need to be more active as well as enjoy it. They need to be educated at a young age on how to take care of themselves, including physical activity. A wellness based curriculum is something that I think all schools should adopt and require. I am glad also that the military schools are requiring it through grade 12. I know that some schools have programs early on but then stop. It is very important to continue to motivate kids while we “still have them” under our “control.”

*Dietary supplements regulated by the FDA* (information from Kessler, Emord, Haggans, Kurtzwell, and Levy)

Dietary supplements are used by over half of the US population today and are seen as “better” than conventional medicine. Over $15 billion is spent every year on dietary supplements in hopes to enhance health, combat diseases, or make up for deficiencies. Because of limited FDA involvement in dietary supplemental regulations, (supplement manufactures do not have to provide information to FDA to get a product on the market), the industry has grown tremendously and it is the new fad to take anything for everything. There have been several case studies or complaints, however, linking the consumption of natural supplements to adverse effects such as irritations, diseases, and even cancer. The FDA does not currently manage strict and long-term testing for the effects and one has to show that a dietary supplement is unsafe before the FDA can take action to restrict the product's use. If a product is found to have dangerous effects, only then will it be pulled from the market. This is a great issue because so many are convinced that natural supplements are the “better way” (as opposed to conventional medicine), however they can be bought anywhere at any time and consumed in any dosage. There is a proposed bill that the FDA could ban substances and effectively remove from the marketplace any product for which there is a suspicion of risk, forcing manufactures to prove a dietary supplement is safe before it is put on the market. I think
that the FDA should become more involved in anything we consume or the dietary supplement producers will continue to take advantage of uninformed consumers.

**Conclusion**

My experience at Westmont the past four years has far exceeded my expectations. I have learned so much in every experience that has come before me... the good and the bad. Having to reflect on the foundations in which I build my life, make my decisions, and dream of future goals and aspirations was hard and time consuming, but also very good. It is an opportune time to be looking at my life philosophy and core values and writing them down. Although this experience seemed so wide and unattainable, through prayer and reflection I was able to write down what I truly believe. From the three issues presented to my beliefs in certain areas to how my major in Kinesiology has shaped my future professional aspirations, I was able to write what I am truly passionate about and realize how blessed I am in receiving a “liberal arts” education at Westmont. I am so thankful to the Lord for every opportunity he has given me and every situation which has been influential in shaping me and my foundations, philosophies, beliefs, values, goals, and dreams... all rooted in the Lord.
Works Cited


www.dictionary.com

www.westmont.edu

<table>
<thead>
<tr>
<th>CHRIStIAN GROWTH</th>
<th>Self-reported Christian growth</th>
<th>Little or no change from entry into Westminster</th>
<th>Growing but still relying on parents’ or childhood faith</th>
<th>Maturing faith that has become their “own” for example, a student would fall in this category if they describe an experience during the college years that strengthened their faith.</th>
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<td>CAREER GOALS</td>
<td>Career goals</td>
<td>No idea of future career goals</td>
<td>Some idea about future career goals</td>
<td>Well-developed career goals</td>
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<td>No or marginal understanding of social justice issues</td>
<td>Growing understanding of social justice issues</td>
<td>Well-developed understanding, including the use of examples. For example, “AIDS is a crisis in Africa because the poor lack a prevention-based health care approach”.</td>
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<td>No</td>
<td>Yes</td>
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<td>Guatemala</td>
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<td>Some mentoring within the department, not described as significant</td>
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<td>Great appreciation expressed</td>
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<td>None mentioned</td>
<td>One mentioned List course:</td>
<td>Two or more mentioned List courses:</td>
</tr>
</tbody>
</table>
Appendix E

**Self-Reported Christian Growth**
- Maturing in faith: 76%
- Growing: 10%
- Little or No Change: 14%

**Appreciation for the Value of the Liberal Arts**
- No appreciation: 29%
- Some or great appreciation: 71%

**Understanding Social Justice Issues**
- Growing or well-developed understanding: 44%
- Marginal understanding: 56%

**Self-Reported Christian Growth**
- No idea of future goals: 7%
- Some or well developed goals: 93%

**Role of Intra-Departmental Mentoring**
- Significant Mentoring: 46%
- Some Mentoring: 18%
- No Mentoring: 36%
Appendix F

**Senior Response Form**

**To Student:** In preparation for your interview, please reflect on your overall quality of experience with the Kinesiology Department.

**A. Overall, please rate the strength of the Kinesiology curriculum**

1 (very weak) 2 (weak) 3 (average) 4 (strong) 5 (very strong)

Curricular areas that were strong:

Comments:

Curricular areas that were weak:

Comments:

**B. Were your initial expectations of the Kinesiology curriculum met?**

1 (not met) 2 (slightly met) 3 (somewhat met) 4 (as expected) 5 (beyond expectations)

Curricular areas that exceeded expectations:

Comments:

Curricular areas that did not meet expectations:

Comments:

**C. Concerning curriculum overlap:**

1 (Far too much) 2 (too much) 3 (just right) 4 (Overlap appreciated) 5 (excellent overlap)

Courses where overlap was not appreciated:

Comments:

Areas where overlap was appreciated:

Comments:

Interviewer Notes:
D. Any notable content areas missing in the Kinesiology curriculum?

1 2 3 4 5 6 7 8 9 10
(two noted) (some missing) (considerable omissions)

Courses not needed in the major:

Comments:

Courses to add to the major:

Comments:

E. How well did we advise you?

1 2 3 4 5 6 7 8 9 10
(very inadequately) (inadequately) (adequate) (very adequately)

Where was advising most helpful?

Comments:

Where was advising least helpful?

Comments:

F. How well did your Kinesiology experience help with your writing and communication skills?

1 2 3 4 5 6 7 8 9 10
(very little) (limited) (adequate) (very well)

Where was your writing and communication skills most enhanced?

Comments:

Where was your writing and communication skills least enhanced?

Comments:
G. How well did your Kinesiology experience as a whole integrate and strengthen your faith?

1. (very little)
2. (limited)
3. (adequate)
4. (very well)

Where was faith integration most evident?
Comments:

Where was faith integration least evident?
Comments:

H. How well has the Kinesiology curriculum prepared you for your next goal(s) in your professional development?

1. (very poor)
2. (poor)
3. (average)
4. (well)
5. (very well)

Courses/Experiences that were particularly influential:

Courses/Experiences that were not particularly influential:
Comments:

I. Your overall perception of the Kinesiology major is:

1. (very poor)
2. (poorly perceived)
3. (average)
4. (well perceived)
5. (highly perceived)

Reasons for your perception:

Please comment on how you feel Kinesiology is perceived by other students (non-Kinesiology majors) across campus:
Appendix G

Senior Response Form

To Student: In preparation for your interview, please reflect on your overall quality of experience with the Kinesiology Department.

A. Overall, please rate the strength of the Kinesiology curriculum

<table>
<thead>
<tr>
<th>1 (Very weak)</th>
<th>2</th>
<th>3 (Weak)</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8.3</th>
<th>9</th>
<th>10 (Very strong)</th>
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Curricular areas that were strong:

"The science related courses (Ex. Phys, Biomechanics, Cardio Dynamics, anatomy, human phys)"
"Particular courses for the B.S. are strong for a liberal arts college" 
"Exercise physiology, biomechanics, cardiovascular dynamics, pedagogy"
"Labs, practical experiences" 
"Staff second to none. Courses relevant, interesting, and fun" (Motor Behavior, Pedagogy, Admin/Org) 
"Coverage of many topics" (Anatomy, KNS 166. Hard to compare. Truely enjoyed the depth of the courses.)

Comments:

"As I look back, the different internships have influenced me greatly, helped me to get experience and know which profession I preferred" 
"As a whole I thought the curriculum was challenging yet doable." 
"I learned and retained most of the info I learned in these classes. They challenged me, but also provided a good platform for success with material. Pedagogy is an experience everyone should have!" 
"One part of the curriculum doesn't stand out as being particularly strong or weak." 
"I really enjoyed the labs I had and thought they tied in great with class. Practicum experiences were great in getting experiences out in the community"

Curricular areas that were weak:

"Pedagogy, motor behavior, Foundations, Senior Sem, middle of road - Special Pop, care and conditioning"
"Biomechanics and motor behavior - It taught differently I think I would have gotten more out of these classes" 
Comments" (need strong physics base for biomechanics) 
"The courses for pre-physical therapy and like professions would be better if have more geared toward these professions" 
"Puch of movement doesn't measure up to the standard set by other Kinesiology classes - no text, unorganized" (in anatomy: learned less applicable material in semester vs. 6 wks in biomechanics) 
"Lab time and resources were a little limited. Also, more research project opportunities would be a good addition" (Encourage students to learn how to learn to teach. Gain ability to know how to teach whether accomplished in that area or not) 
"Some required classes only offered once a year or every other year" (Proact - could have gone without it) 
"I realize that every class is necessary, but some (Motor Behavior) are extremely dull bc of PowerPoint every day" (Relevance is how I would describe it. All classes were relevant) 

B. Were your initial expectations of the Kinesiology curriculum met?

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<thead>
<tr>
<th>1 (Not met)</th>
<th>2</th>
<th>3 (Lightly met)</th>
<th>4</th>
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<th>7</th>
<th>8.3</th>
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<th>10 (As expected)</th>
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<td>S.D. = 1.03</td>
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Curricular areas that exceeded expectations:

"The teachers" 
"All science classes"

Comments:

"All of my profs were fantastic, even outside of my major" 
"I didn't come in with specific expectations, but I do feel the Kines curriculum is very effective in addressing academic material as well as practical application of what is taught in the lecture and test" 
"I feel I have a solid and broad foundation in all the sciences" 
"Expectations met and surpassed" 
"Amount of experience speaking and presenting in front of a group was valuable"

Curricular areas that did not meet expectations:

"C&Co should be a junior year class" 
"Motor behavior – didn’t really learn much worth knowing" (Motor behavior – don’t understand why this is required. Pedagogy and motor behavior repeated material too much) 
"Psych of movement – this class was unstructured and inconsistent, and not very challenging"

Comments:

"As this is something I am going to be using in my career, I wish we were tested more in Biomechanics on the origin/insertion/actions of muscles, rather we just crammed it all in for one test"
C. Concerning curriculum overlap:

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<tr>
<td>(Far too much)</td>
<td>(Too much)</td>
<td>(Just right)</td>
<td>(Overlap appreciated)</td>
<td>(Excellent overlap)</td>
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Courses where overlap was not appreciated:
- "Ex Phys a little too much"
- "Motor behavior and pedagogy – too much of the same topics repeated – teaching patterns" (she understands the value of pedagogy although she felt there was more "busy work" than necessary)
- "Anatomy and biomechanics: physiology and ex phys"
- "Cardiovascular Dynamics – I felt the beginning of this class was boring and a waste because I had all this info in more than one class before this"

Comments:
- "I think that there is not very much overlap, and if it is there it is concepts that need to be remembered"
- "Everything overlapped – Fit for Life, obviously"
- "The overlap was needed and helped me to understand the material; however, if anatomy and physiology are taught thoroughly, the overlap may be too much"
- "Although helpful, I did not need Fundamentals of Movement after taking KNS 166"

Courses where overlap was appreciated:
- "Cardiovascular Dynamics review, Biomechanics/anatomy review?"
- "Possibly physiology and exercise physiology – helped when physiology briefly reviewed in ex phys"
- "Exercise physiology – reviewing energy systems was good bc this topic is very complex"
- "Anatomy -> Physiology -> Exercise Physiology -> Biomechanics. Pedagogy -> Motor Behavior. I liked how classes built on one another"
(Fundamentals of Mvt was a "waste of time")
- "None" (Was well appreciated)

Comments:
- "There are things that I know ONLY because we talked about them in numerous classes (Krebs cycle)."
- "The overlap I did have was a good reinforcement of previous course material"
- "Biomechanics (overlap of Anatomy – cemented the info)"

D. Any notable content areas missing in the Kinesiology curriculum?

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<tbody>
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<td>(Considerable omissions)</td>
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Courses not needed in the major:
- "Motor Behavior"
- "Swimming" (Did not see the point of this being required)

Comments:
- "I have greatly appreciated a chance to go deeper with a lot of my classes, especially exercise phys and biomechanics. I did not feel 'challenged' enough in either of those courses even though I LOVED the material. I think it would be amazing if the department had some way of challenging the people who understood the material quicker and more readily than the rest."
- "I think Motor Behavior should be taken in closer sequence with General Psychology."
- "Every course serves an important purpose"

Courses to add to the major:
- "Maybe weight training"
- "I love to see advanced courses, research class following Biomechanics and/or Exercise Physiology"
- "A semester long "Functional Anatomy" course would be neat.
- "Possibly require First Aid/CPR?
- "Pathophysiology, research -> more clinical classes"
- "For students interested in the science track I would suggest encouraging a semester of biochemistry and even O-chem. I also think an elective pertaining to coaching, recreation, or sports psych would be a nice addition (Guest speakers earlier than senior sem about KNS career options. Start in KNS 72 with KNS alums to make students aware of options more than PT, OT, AT or teaching. Create a research project to benefit students who choose that option)
- "Administration and Organization should be kept in curriculum"
(Thinks Strength and Conditioning course should be required)"
E. How well did we advise you?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Very inadequately)</td>
</tr>
<tr>
<td>2</td>
<td>(Inadequately)</td>
</tr>
<tr>
<td>3</td>
<td>(Adequate)</td>
</tr>
<tr>
<td>4</td>
<td>(S.D. = 2.00)</td>
</tr>
<tr>
<td>5</td>
<td>(Very adequately)</td>
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Where was advising most helpful?
"Definitely towards the end of junior year and senior year."
"Deciding timing of courses"
"Deciding what classes to take each semester (Relationships with professors was a huge plus, different from other departments on campus)"
"It was helpful in deciding when to take what classes"
"One-on-one meetings"

Comments:
"To me, advising was a time of confidence building"
(Have a postgrad guidance advisor (i.e.: Glenn) talk to majors who are going to PT schools. Use Diana Palmer as an advisor. She has many good suggestions although our dept. doesn’t use her)
"I am very grateful for the strong interest multiple professors have shown, especially concerning my plans and preparation for next year"
"I never felt very much guidance towards any of my personal interests" (Never felt that a close personal relationship was developed, but could be student fault. No career guidance)

Where was advising least helpful?
"Truthfully, I did not feel like I had any advising at all. I felt like I got more advising from friends and my own research than I did from the department"
"Receiving information about grad school – giving more direction in our field – guidance counseling needed for grad school"
"Looking at chiropractic schools"
"It seems as though professors have a pretty good grasp on PT school, etc. but I could have used a little more help in my decision-making process"
"Great balance between making strong recommendations and giving me freedom to make my own decisions"
"Kines professors are all tremendous at giving time to students" (Not just his advisor, but other advisors as well)

Comments:
"Consider not having coaches advise their own athletes"

F. How well did your Kinesiology experience help with your writing and communication skills?

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<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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<td>(Very little)</td>
</tr>
<tr>
<td>2</td>
<td>(Limited)</td>
</tr>
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<tr>
<td>5</td>
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Where was your writing and communication skills most enhanced?
"I am more than OK with this though. I don’t think of writing when I think of Kinesiology. That is one of the reasons why I chose Kinesiology. I hate writing"
"(Did we write 5 research papers in C+C2... although some what tedious; this has helped me immensely"
"Pedagogy, physiology, biomechanics, senior seminar – all of these classes had papers that were a significant part of the class or lab grade. Pedagogy enhanced presentation and verbal comm. classes that didn’t require papers, etc. skills as well"
"I can’t recall a class that didn’t require some form of presentation assignment. As far as writing I think grammar and proper writing was valued/expected in addition to content.” (Every class should have a presentation component for comfort in presenting, confidence and organization skills)
"Public speaking – all the presentations I gave were very useful” (Became much better at public speaking. Impromptu and formal presentations were valuable in this area. Writing skills greatly improved due to papers/assignments/research)
"Public speaking very much enhanced” (Public speaking was a weakness and is now a strength – or maybe it was always a strength that was unrealized. This department’s courses allowed for a platform to develop skills in a non-threatening environment)

Where was your writing and communication skills least enhanced?
"Most of my science classes (but expected)"
"Pedagogy – most classes had a presentation and a paper to write"
G. How well did your Kinesiology experience as a whole integrate and strengthen your faith?

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<tr>
<td>(Very little)</td>
<td>(Limited)</td>
<td>(Adequate)</td>
<td>7.8</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>S.D.=1.17</td>
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Where was faith integration most evident?
- "Witnessing the faith of professors and peers"
- "Depending on prof – with devotionals and singing" (she would’ve preferred profs to share more from personal experience rather than readings)
- "Singing in classes! -- this is a great way to integrate faith in the classroom, it keeps students focused on God"
- "Awesome mentorship and examples of Christian living among the faculty. Strong integration of mind, body and spirit"
- "More fully understanding the human body has deepened my admiration that we truly are wonderfully made"
- "In the classroom when we prayed, sung, or did devotions" (seemed hard to do with science based classes)
- "Some classes provided devotionals. I gained a greater appreciation for God’s creation" (Some courses with weekly devotionals and singing)

Comments:
- "I say it on all teacher reviews, but seeing the intricacies of the body enhances my faith. God is amazing"
- "I found Christ via relationships in this program"

Where was faith integration least evident?
- "Can’t think of anything"

H. How well has the Kinesiology curriculum prepared you for your next goal(s) in your professional development?

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<tr>
<td>(Very poor)</td>
<td>(Poor)</td>
<td>(Average)</td>
<td>(Well)</td>
<td>8.6</td>
<td>9</td>
<td>10</td>
<td>S.D.=.74</td>
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Courses/Experiences that were particularly influential:
- "Senior Seminar, Ex Phys, Biomechanics"
- "Practical aspects were great"
- "Cardiovascular, exercise physiology, senior seminar" (focus on a nursing track w/influence or requirement in microbiology)
- "Ex Phys, cardio, biomechanics all of these courses challenged me and I will use the class content in grad school or personal training"
- "Special populations (good exposure to a new area for me), anatomy (very tough, but learned more than any other class), pedagogy (helped develop my public speaking skills)"
- "Info from guest speakers (KNS 195). Most classes laid a foundation of info. Conditioning class very applicable" (Senior Seminar was especially helpful. Valuable by hearing other professional’s paths)

Comments:
- "The S&C Personal training assignment was great"
- "The core courses definitely provided foundational preparation, but in addition, senior seminar, pedagogy and strength and conditioning have been more influential than courses I would have expected" (Strongly advise C&CI and Strength training for personal training interests)
- "I feel like I am a well rounded person who can speak intelligently about most issues"

Courses/Experiences that were not particularly influential:
- "Every course was beneficial in some way"
- "Motor behavior or pedagogy – not as much"
- "Motor behavior – don’t see how this relates to anything I like"

Comments:
- "No specific courses, but incorporate and encourage more experience and contact with the professional field early in the major. More in the form of speakers and class experience vs. observation hours” (Class involvement w/professionals would be helpful. Observation hours and journaling can be repetitive and lose effectiveness. Make it more applicable w/class time interaction)"
1. Your overall perception of the Kinesiology major is:

1  2  3  4  5  6  7  8  9  10
(Very poor)  (Poorly perceived)  (Average)  (Well perceived)  (Highly perceived)

S.D. = 1.22

Reasons for your perception:
"I think that it is improving year by year with the addition of newer, more qualified faculty."
"There are many paths you can take with this major. I love athletics and the science behind it."
"I love the major, the professors are enthusiastic about what they do and provide an environment for learning. I feel, however that it needed to be enhanced and progressed" (still stereotyped with sport although it’s moving away from it a bit)
"I had a great experience with this department. Professors and the classes they taught helped my personal growth in many ways"
"Great subjects, classes and professors – I don’t know why anyone would choose a different major!"
"I have been given a clear future direction while going through this program and I feel I have learned a lot and enjoyed learning along the way"
"I am a better person because of this program"
"Great respect for professors and quality of teaching. I get excited about anything to do with movement!"

Please comment on how you feel Kinesiology is perceived by other students (non-Kinesiology majors) across campus:
"I think it is missed/not understood"
"Easy science"
"P.E. major"
"Sporty people who love to exercise. Fit people – smart who want to pursue physical training"
"I think it is well perceived, but not accurately perceived. I don’t think other students know what is studied. Their exposure to the health field is limited to Fit for Life, and many students don’t take it seriously"
"It is the major of the “athlete’s”. If you aren’t personally athletic the major isn’t for you"
"Some people think this major is just for people who want to become PE teachers and coaches. They fail to see the more science-based part of this major"
"People are still not used to “Kinesiology” but they think highly of primarily because they associate it with high quality people"
"Some think it is an easier major (because a lot of athletes are KNS). Most respect what it is all about"