

Annual Assessment Report Template

This form is intended to facilitate reporting program outcomes assessment to accrediting agencies, Board of Trustees, Strategic Planning Committee, and other internal or external audiences.

The department mission statement, PLO's, curricular map and multi-year assessment plan should be posted on the departmental website.

Department: Kinesiology

Date:

Department Chair: Christine Milner

I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	PLO#1 Research: Select majors will read and interpret research and/or apply the scientific method.
Who is in Charge	Tim Van Haitsma
<u>Direct Assessment Methods</u>	A rubric was developed to assess each student's ability to design and implement a research project and present findings at the annual Science Symposium. See attached rubric.
<u>Indirect Assessment Methods</u>	Authentic Assessment: Student's ability to effectively communicate findings to peers and faculty members resemble the real world venue of an academic conference.
Major Findings	A rubric was developed, used and tested for the first time with the spring research class. With the help of faculty, students were adequately prepared to present the major findings of a research study in a poster presentation. All major components of the study were presented and students were able to understand and explain the findings to others present. See attached discussion and data.
Closing the Loop Activities	This process was helpful in guiding young faculty in mentoring student research projects. As a result, fall and spring 2015-2016 research project goals have been sharpened and refined. IRB approval will be secured by the beginning of each semester. The rubric will be revised for the upcoming academic year based on what was learned from this first trial. Our science professors collaborated on the poster presentations. We set time aside in department meetings as well to discuss the progress we are making on providing research opportunities for our majors.
Discussion	
We have made significant progress on our goal to provide research opportunities for students in kinesiology. The Bath research off-campus program was successfully completed with 7 students. Findings will be presented in the spring science symposium. Tim Van Haitsma	

conducted our first summer research project with 4 students. Findings will be presented in the fall research symposium. Both fall and spring semesters in 2015-2016 will include a research project offering for students.

I. Program Learning Outcome (PLO) assessment

Program Learning Outcome	PLO#3 Dietary analysis: Majors will modify their diets to fall within the ADA guidelines for healthy eating.
Who is in Charge	Diana Tessada
<u>Direct Assessment Methods</u>	All students in the course completed an embedded pre and post computer analysis project. Students utilized updated software to compute the recommendations of the Academy of Nutrition and Dietetics.
<u>Indirect Assessment Methods</u>	Class room discussion and follow-up paragraphs were written by the students to determine why goals were not met if applicable.
Major Findings	The established benchmark was that 80% of students would fall within standards established by ADA. Utilizing the 2010/2011 standards for macronutrients, 98% of the 2015 BIO/KNS 040 students met the ADA standards pre-lecture and 97% met the standards post-lecture. If the new standards established by the Academy of Nutrition and Dietetics are utilized, 87% of the students met the standards pre-lecture and 86% met the standards post-lecture.
Closing the Loop Activities	The ADA has been re-named the Academy of Nutrition and Dietetics. New standards for macronutrients and sugars have replaced the 2010/2011 values. As research progresses in Nutrition and bioavailability of nutrients, students will analyze their diet with greater accuracy and a larger database. They will be able to evaluate which foods will best meet their needs based on activity, wellness, heredity, and personal choice.
<p>Discussion</p> <p>This assessment was a follow-up to work done in 2011-2012 in the required nutrition courses. The findings in 2011-2012 were disappointing. The department decided to reassess this PLO with new software capabilities, both to improve the accuracy of the findings and to gauge the effectiveness of the interventions used during the semester.</p> <p>The results obtained in 2015 were successful in meeting the benchmark of 80% set in 2010/2011.</p>	

II. Follow-ups

Program Learning Outcome	
Who is in Charge	
Major Findings	
Closing the Loop Activities	
<p>Discussion Because no PLO's were assessed in 2013-2014, no follow-up activities were completed. We did, however, continue to make progress on the key question addressed in 2012-2013 regarding our new requirement for internships/research experiences for our students. Chris Milner met with Cynthia Toms to discuss international internship possibilities. Three professors in our department did research projects with our students.</p> <p>A question raised in the 2013 report from the PRC regarding KNS 195 Senior Seminar was addressed. A proposal to have this course meet the <i>Integrating the Major</i> was submitted and approved during the 2014-2015 year.</p>	

III. Other assessment or Key Questions-related projects

Project	Department to assess feasibility of creating a Human Anatomy cadaver lab on campus.
Who is in Charge	Dr. Gregg Afman
Major Findings	Dr. Gregg Afman did a survey of all students in the fall anatomy classes. Results are attached.
Action	Dr. Afman submitted a grant proposal to secure funding for the lab.
<p>Discussion Dr. Afman put in significant work on a grant for submission to the Hedco Foundation. We were informed later that this submission was not included in the final grant proposal. While discouraging, we continue to remain hopeful that the college will make this important addition to our curriculum a top priority.</p>	

III. Other assessment or Key Questions-related projects

Project	Updating syllabi
Who is in Charge	Christine Milner
Major Findings	Christine Milner, Department Chair, did a review of all syllabi for both the Kinesiology Department courses and physical education courses. Most syllabi did not reflect current guidelines, especially in regard to appropriate course learning outcomes.
Action	Christine Milner reviewed all syllabi before distribution.
<p>Discussion</p> <p>Course learning outcomes were sharpened according to guidelines on all syllabi. Chris Milner met several times with Patti Hunter to make sure she could provide appropriate suggestions to kinesiology faculty. In addition to full time faculty, we have a large number of adjunct faculty teaching courses in our department. This required a significant time commitment to make sure that adjunct syllabi were correctly adjusted according to current standards. Chris Milner collaborated with a number of kinesiology faculty to ensure that syllabi were appropriately revised.</p>	

III. Other assessment or Key Questions-related projects

Project	Multi-year assessment plan revised
Who is in Charge	Chris Milner
Major Findings	For various reasons, PLO #1 and #2 was not assessed as scheduled (see below). The department met several times in the fall to reschedule assessment of these PLO's and assign people in charge.
Action	See below

IV. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
The wording used to describe PLO's #1,2, and 3 on the multi-year assessment plan was slightly revised for increased clarity.	Each PLO was given a title heading, including Research, Exercise evaluation and Dietary analysis.	Spring, 2015
PLO#2 has been rescheduled for 2015-2016	PLO #2 was not assessed as planned in 2010-2011.	Fall, 2015
PLO#1 was rescheduled for 2014-2015	The passing of one of our faculty members made this impossible to complete in 2010-2011.	Spring, 2015
Method of inquiry on assessing GE course Fitness for Life was changed.	Better computer software techniques are available to more accurately assess student health behaviors than previous survey.	Fall, 2015

V. Appendices

- A. PLO#1 Rubric template
- B. PLO#1 Rubric data
- C. PLO#1 Analysis and discussion
- D. PLO#3 Nutrition data
- E. PLO#3 Nutrition analysis and discussion
- F. Cadaver Lab Assessment