

Kinesiology Annual Report – 2021/2022 – Submitting late

In the fall of 2022, the department of kinesiology decided to assess our Societal and Community Engagement PLO. This PLO states that “students will interact and actively engage with the local community in areas of holistic health”.

For questions and responses, please see Appendix A.

Key Points to KNS data

1. We had greater than a 50% response rate. We emailed 39 seniors, set to graduate this year (one of those we emailed has dropped out – so 38 graduating seniors), and we had 21 seniors respond. This is a 55% response rate which is a strong response.
2. Out of the 21 respondents, 71% of these individuals had been at Westmont for 4 years, and the remaining 29% had been at Westmont for 3 years. Interestingly, the same breakdown showed up in question 2, with 71% of individuals having an opportunity to engage with the SB community. Out of the 29% that did not have an opportunity, at least 1, in personal communication, stated that they were unable to have community engagement due to taking Special Populations. That may also hold true with the others that were unable to have community engagement.
3. There are three primary classes in which students engaged with the community: Food systems, Special Populations, and Sociology of Movement. However, a couple of students also engaged in Public Health, motor behavior, and the internship class. Out of these primary classes, special populations and sociology of movement are required classes of all majors, so students should have opportunities to engage in diverse interactions with the local community.
4. Students had a wide variety of engagements. Many of these involved sport in some way, especially as some students volunteered with a baseball or football league for individuals with disability. Other students had the ability to engage with individuals from a low-income background and examine the opportunities to obtain nutritious food. Overall, these opportunities match the area of holistic health.
5. 100% of the respondents who engaged in the community said it improved their class experience (73% responded “very” or “extremely”) and 86% of individuals said that it had a positive influence on their life. Many of the students said that these opportunities made learning more applicable to the real world or allowed them to connect these concepts in class into real life.
6. The biggest way that students say that these engagement opportunities could be improved is by adding more community engagement opportunities. Eleven of the student responses stated that they would like more opportunities to engage in the community in other classes.

Future Steps for KNS department – Closing the Loop:

1. Revisit this PLO again in 3-4 years during the new annual assessment cycle to see how much of an effect COVID had on societal engagement.

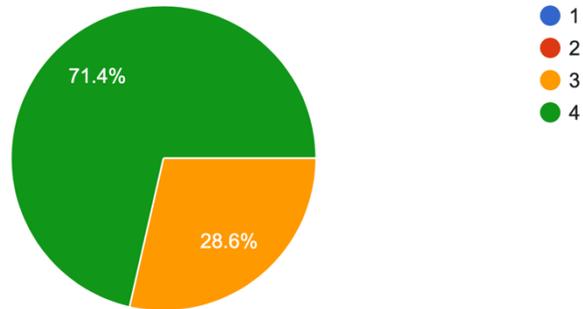
Societal and Community Engagement Survey

21 Respondents

1. How long at Westmont?

How many years have you been at Westmont?

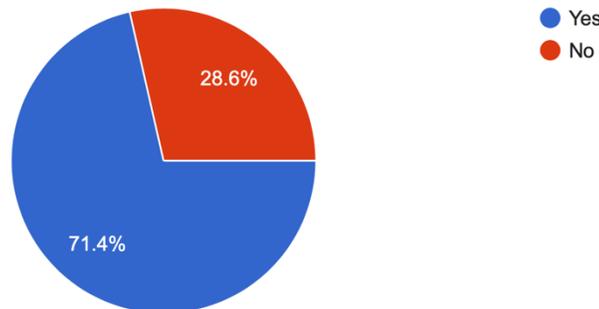
21 responses



2. Within your kinesiology classes, have you had opportunities to interact or actively engage with the Santa Barbara community (not on Westmont's campus)?

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21 responses



3. In which kinesiology class/classes were you able to engage with the community?

- Special Populations
- Special populations
- Food Systems
- special populations and motor behavior
- Special Populations and Internship course

Special Populations
Good systems and Special Populations
Special Populations and Food Systems (Dr. Toms)
Sociology of Movement
any of Dr.Toms or Dr.Nwoakelemehs classes
Special Pops
9 said Special Populations
3 said Food systems
1 motor behavior
1 Internship
1 Sociology of Movement
1 Dr. Nwaokalemehs class

4. Please write a short 1-2 sentence description of what you did during that interaction. If you engaged during more than one class, please write 1-2 sentences for each class.

-We were required to volunteer within the community, and I chose to work at Hearts Therapeutic Riding Center. I would help assist in riding lessons by preparing the horses and assisting riders.

-I volunteered at the Santa Barbara Farmers Market and engaged with both vendors and consumers. I heard the struggles of each, and saw firsthand what the SBFMA is doing to help provide low income individuals and families with nutritious food.

SP: helped out with SN Snap which I loved and continue to do MB: went to Hayashida's lab and helped out there

-I was able to volunteer at a horse ranch in which disabled children were allowed to ride the horses there

-In Special Pops I worked with a local adaptive baseball team on the logistics of getting the team back up and running. In the internship course I worked with a local cardiopulmonary physical therapist.

-As part of the class we had to do volunteer hours. I spent a lot of time with Bread of Life at Alameda Park.

-Volunteer with SB Snap: play baseball with young adults/ adults with varying disabilities.

-In Food Systems, I volunteered at the Food pantry to help serve food to the homeless shelter. In Special Populations, I was able to be a part of the Population count of homeless people within our community.

-Special Populations: I interacted with children diagnosed with various disabilities in a physical therapy setting. I learned about the specific motor and cognitive deficits that are present in the children and the necessary rehabilitation program required to make their lives substantially easier. Food Systems: Our class went up to Allen Hancock College and spent a day learning about their amazing nutrition and gardening systems that they are so heavily known for.

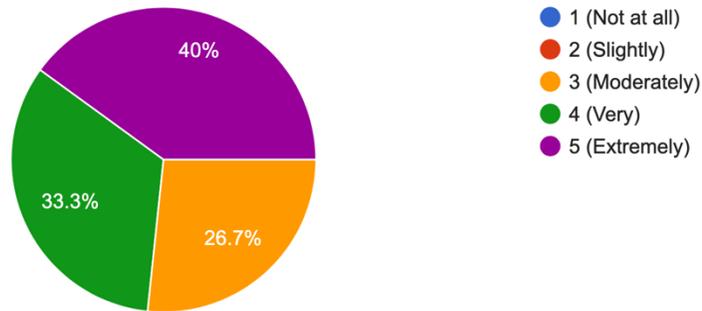
-I went to a flag football game with other Westmont students in order to observe the competitive environment among younger athletes.

doing community service hours and understanding movement outside of the classroom
-Was able to volunteer with an organization for people with disabilities as well as interact with the homeless community
-I played baseball with people with disabilities
-Volunteered with a baseball league for people with disabilities
-I engaged with the Santa Barbara community through meals on wheels, helping to deliver meals to elderly and/or those at risk for covid (this was the summer of 2021)

5. On a scale of 1-5, rate how these interactions with the Santa Barbara community improved your class experience.

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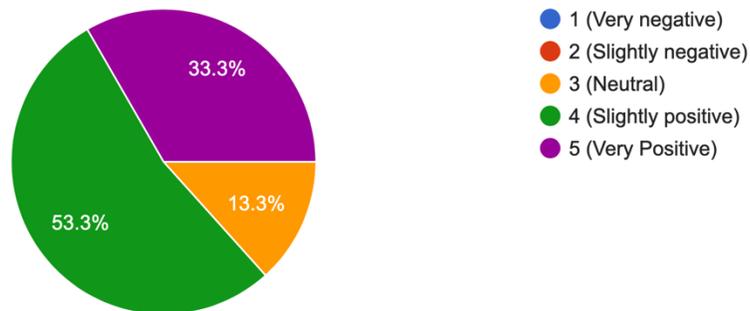
15 responses



6.

On a scale of 1-5, rate how these interactions with the Santa Barbara community influenced your life.

15 responses



7. How did these community engagement opportunities improve or help your learning?

-They helped me to engage with the populations that we learned about in class in a very hands-on way, which I think really helped me learn more about the people and their conditions.

-Food Systems in particular opened my eyes to larger ideas and community issues that I was unaware of

-I was actually able to see my degree put to use and not just study about it

-It allowed me to connect concepts in class into real life

-It was helpful to get off campus and experience some of the real world. It was also nice to explore different career paths and begin putting what we've learned to use.

-It made my learning more applicable to the real world!

helped me relate to the material in a more tangible way, apply it, see the importance of talking about it, the relevance, and how much of a part of real life it was for so many people when we step outside our bubble.

-It's very easy to take for granted everything we have. Not everyone is as blessed as I am, so being reminded of people who are living in poverty was influential in reminding me that

-I can actively be helping and volunteering in my community.

-Working with the children allowed me to slow down and look at other individuals as humans, rather than people I pass by on the street. It really opened my eyes and pushed me to use prior knowledge I received in classes to the test. As a whole, being able to engage with multiple parts of the community provided such a great opportunity for me to step out of my comfort zone and grow not only as a student, but as a follower of Christ. I learned how to quickly strip myself of my pride and put my best foot forward, fully confident that I will give my best effort to leave a lasting and impactful impression.

-I was able to apply what I was learning in the classroom

broaden my horizons/ perspectives away from the westmont community, and create more credible experience relating to our major

-Helped me apply concepts I was learning in class and get out of the Westmont bubble

-I was able to apply what I learned in the classroom to the outside world. To be able to see first hand is something very helpful to grasp what we learn.

-They helped me see and apply concepts in the classroom into real life

-For special population, the community engagement was a vital part of learning, as I got to interact with individuals that are a part of some of the "populations" we had studied, and it brought it to life in tangible ways.

8. How could these community engagement opportunities be improved to aid in your learning?

-It would be fun if more classes provided opportunities for community engagement.

Nothing huge given that we are all busy college students, but anything even an hour or two a week would be cool.

-Do more group volunteering? Or something more closely related to kinesiology

- provide more opportunities for underclassmen and have it be like an extra credit option
- I think if there were more opportunities for other kinesiology classes. it would be for the student academically and socially
- I think it would be helpful to have more internships/ volunteering/ shadowing experiences that are geared towards pre-medical students. This is a resource that is majorly lacking on Westmont's campus, and I think the kinesiology department would be a great place to begin compiling those sorts of opportunities for students (possibly in tandem with the pre-health club and biology department?).
- Doing more community engagement as a class during class time. Doing it outside of class can feel like a burden or a stressful addition to an already crazy schedule.
- incorporate community engagement into more classes.
- More hours or opportunities to interact and become more involved.
- I would propose possibly having a wide-range of options within a class and allowing students to pick which one is more interesting/convenient for them. Schedules can be tight and if there's multiple opportunities to engage with the community, students wouldn't be as hesitate to jump in on the possible life-changing experience.
- I would have liked to see this in other classes because the report I wrote on the flag football game helped a lot with my understanding of the class, however due to the pandemic this was not possible. I am still grateful to have had the opportunity to emerge myself with the Santa Barbara community.
- more outside required assignments. It is easy to be comfortable on campus or do projects about or with peers than others in the world outside of westmont
- Could be given more options for opportunities to get involved in the community- long term as well, not just for a semester
- It can be improved by going out into the community as a whole class unit, so we can all learn and experience it together. Usually we go outside individually or in groups, but i think it'd be beneficial for the learning experience to go all together.
- have more opportunities in classes other than special pops
- It was very difficult to find opportunities and to fit them into my schedule, if we believe community engagement is vital and if it is a priority in the curriculum, it needs to be better integrated, with more built-in opportunities that act as a part of the curriculum rather than something excess, in addition to everything else. Yes, Westmont is an academically rigorous institution but students do not need to suffer (in terms of stress and busyness) to be both successful students and actively engaged in community—that is simply the system we choose to perpetuate currently. We could make it different!

2. Incorporate more opportunities for societal and community engagement in other classes within the KNS major.
3. Branch out these opportunities into areas beyond holistic health. These areas may include areas of leadership, coaching, performance (both biomechanical/prosthetic and physiological performance).
4. Try to connect some of these opportunities with individuals on our previously made “asset map” (see Appendix B) to increase and maintain departmental connections with the community.

