2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/7/2022

Submitted by: T.J. Miller, Chair & Associate Professor HPER; tjmiller@alaska.edu

Program(s) covered in this report: Kinesiology BS
If you selected "Other" above, please identify. *(100 characters or less)*

College: College of Health

Campuses where the program(s) is delivered: ☒Anchorage ☐KOD ☐KPC ☐MSC ☐PWSC

Specialized accrediting agency (if applicable): Select Specialized Accrediting Agency or N/A.
 If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: N/A

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.*

   • **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning**

in this core competency, please discuss that implementation and any observations you have regarding how well it is working. *(500 characters or less)*

HPER sent 6 students to New Halen, AK (LPBSD) for SNAP (Science/speaking, Native Youth Olympics And Prom) week. Each student taught a small seminar style course and some of the females helped with getting girls ready for prom. Students also participated the PLAAY program with simulcast exercise routines broadcast from Coast to Coast, reaching upwards of 15k school-aged children nationwide and in Mexico.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. *(500 characters or less)*** N/A

B. *Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.*

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? *(500 characters or less)***

I would hope students would mention the many community engagement opportunities both elective and required for the KIN degree. Students interact with a diverse range of clients from the elderly to the school-aged. Most of these opportunities require engagement with the "public" and effectively instructing/communicating curriculum.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. *(500 characters or less)***

KIN A295A, KIN A395, KIN A495, PLAAY, SNAP week, APD Wellness

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Program Student Learning Outcomes

At the completion of this program, Bachelor of Science in Kinesiology, students are able to: 1) Apply kinesiology related concepts, theories, and frameworks to health, wellness, and quality of life. Met faculty expectations

2) Critically evaluate research related to physical activity and its impact on health and chronic disease. Met faculty expectations

3) Design, implement and evaluate physical activity programs based on relevant standards and research that promote health and quality of life for diverse populations. Met faculty expectations

4) Demonstrate effective leadership skills in varied contexts Met faculty expectations
   a)   Writing Outcomes
   b)   Selecting Appropriate Activities including Progression, Modification and Variation
   c)   Motivational Activities
   d)   Venue Selection and Suitability
   e)   Safety/Risk Management
5) Advocate for and demonstrate the importance of a physically active lifestyle personally and professionally as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases. Met faculty expectations.

3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. *(750 characters or less)*
HPER Focused on #3 and #4 PSLO. Every Leadership in... course (280's) faculty apply the leadership rubric which assess outcome #3 & #4. The data is then averaged out for each student/group. This past year student met or excceeded faculty expectations of design (#3) and leadership(#4) of physical activity programs. We have adjusted workloads with new faculty and will continue to implement the rubrics.

4. What are the findings and what do they tell the faculty about student learning in your program? *(750 characters or less)*
The leadership rubric is consistently applied in our Leadership in... courses (5 courses). We also collected data from the internship course. Initially this data shows that HPER Faculty selected meaningful measures of student learning and Kinesiology students are meeting or exceeding our PSLO's. With the new PSLO's, revised courses, and a revised degree core, we will continue to track student learning and collecting artifacts. I feel this year HPER will have substantive data to further review the PSLO's and attainment.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. *(750 Characters or less)* n/a

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.
☐ Course curriculum changes
☐ Course prerequisite changes

☒Changes in teaching methods

☐Changes in advising

☐Degree requirement changes

☐Degree course sequencing

☐Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])

☐Changes in program policies/procedures

☐Changes to Program Student Learning Outcomes (PSLOs)

☐College-wide initiatives (e.g., High-Impact Practices)

☒Faculty, staff, student development

☐Other

☐No changes were implemented in AY22.

If you checked "Other" above, please describe. *(100 characters or less)*

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. *(750 characters or less)***
With this year being back to "normal" we will have an opportunity to better apply our assessment tools/rubrics and collect more meaningful data.

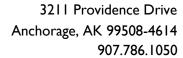## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.
UAA has selected the below metrics as student success metrics for accreditation.

In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE.**

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. *(750 characters or less)***

I would really like to take a look at our first fall to second fall retention rate. However we have seen success from our HPER alumna. Two alumni have graduated, and are currently working as Occupational Therapists in Alaska. We have had a few Doctor of Physical Therapy (kinesiology undergrad) graduates (5), 2 graduates of Athletic Training programs, and many student receive employment offers upon graduation. At a recent ASD PE Teacher in-service training, 15 alumni raised their hands when asked if you graduated from HPER, I was so proud and awestruck.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward?** *(750 characters or less)*
   The program's emphasis on community engaged learning and service activities is exemplary. These opportunities provide real-world experiences for students as well as a positive impact within communities around Alaska.
   Questions #5 and #7 of this assessment report are important areas for the program to address and consider methods for continuous program improvement, even when benchmarks are being met.
   The value of assessment is in how it informs programmatic decisions and change; it is important that the program is able to articulate plans for ongoing work to continually improve outcomes in the program. As noted, if no recommendations for changes are being made, a clear explanation for that decision should be provided.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies?** *(750 characters or less)* The use of a standardized rubric across related learning experiences appears to be a useful tool to provide assessment measures throughout the program. The assessment report, however, would benefit from additional detail on what those findings indicated, even if the findings are preliminary due to limited data. It is noted that the data demonstrate that "faculty selected meaningful measures" although it is unclear what led to that determination/finding. The program provides excellent opportunities for incorporating core competencies and did well in identifying activities related to those; the next step would be to articulate details not only about the activity itself, but how the core competency could be assessed through the activity.

Dean's signature: _____ **Date:** 1/9/2023