

REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

Submission date: 11/14/2023

Assessment Plan covered in the report: Kinesiology BS

College: College of Health

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

Submitted by: Eric Oba, CTRS, Assistant Professor and Program Director, etoba2@alaska.edu

After responding to the questions below, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations; 2. Adopt critical perspectives for understanding the forces of globalization and diversity – Met faculty expectations.

- 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 as demonstrated by: a) Writing outcomes; b) Selecting appropriate activities including progression, modification and variation; c) Motivational activities; d) Venue selection and suitability; e) Safety/risk management. Met faculty expectations.
- 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.

2. Describe your assessment process in AY23 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. (1000 words or less)

The HPER Department focused on PSLO's #3, #4, and #5 in AY23. PSLO's #3 & #4 are addressed in each "Leadership in ..." Course (KIN A28x), with faculty utilizing rubrics to assist in the collection and analysis of data. These rubrics, examples of which are found in the Academic Assessment Plan, provide quantitative data highlighting student success/progress in the areas of designing and implementing physical activity programs, as well as demonstrating effective leadership skills. PSLO #5 was assessed in two ways: 1) using the presentation rubric by faculty and HPER staff with students who attended rural Alaska experiences and given the opportunity to advocate for healthy, physically active lifestyles in rural Alaskan communities; and 2) using the presentation rubric to assess internship presentations given by students who have completed internships over the course of the last year. After data are collected and compiled, departmental faculty are provided an opportunity to verbally discuss the findings and highlight successes and opportunities for improvement.

3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)

The findings from AY23 indicate that the students within the KIN program are achieving success in developing leadership skills and creating physical activity programs. We know that our "Leadership in..." courses are a strength of the department and we want to continue to support these courses in ways that maintain high progress in PSLO's. Additionally, data shows that there are areas for improvement in relation to PSLOs 1 & 2, so emphasis will be placed on some of the "non-Leadership in..." courses to help students develop and show progress in areas of theoretical application, critical thinking, and research development.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

i. Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)

Previous years have focused on PSLOs 3 & 4, and we have seen improvement in those areas. Moving forward we plan to add some emphasis on PSLOs 1 & 2 in an effort to keep up with current trends in the areas of research, related theories, and critical thinking. With the move of our Human Performance Lab (HPL) to a location with closer proximity to the HPER Department, our faculty have noticed opportunities to improve student learning by building in experiential learning opportunities in the HPL. With a renewed focus on PSLOs 1 & 2, our HPL is becoming a centerpiece for potential research and student learning opportunities. Over the next year we hope to see students take advantage of the opportunity to design or

lead research activities in the HPL.

5. 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 AY23. *(If no options above were selected)*

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

6. 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. (1000 words or less)

Substantial changes that are occurring within the HPER Department include: the addition of the Therapeutic Recreation Concentration within the BS in Kinesiology and a change in program leadership. Next year we anticipate being able to assess student success in the therapeutic recreation courses, in addition to our traditional KIN courses.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program's responses above, what guidance and support do you have for the program moving forward? (200 words or less)

The Kinesiology program offers a valuable degree option for students interested in graduate healthcare programs. The emphasis on community engaged learning and service activities as well as leadership development is noteworthy. The program's ongoing efforts to evaluate PLSO's and identification of specific emphasis on PLSO's #1 and #2 is well received and a timely response from the recommendations for AY 22. Continued expansion and refinement of assessment measures and inclusion of student reported data are important areas of consideration. Current program assessment measures are primarily related to student learning and these could be strengthened with the inclusion of feedback from community partners, employment data of graduates, graduate data on acceptance to clinical programs (such as OT or PT), and/or inclusion of community feedback on experiences in the HPL.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

The Kinesiology program is well poised for growth with the emphasis on quality program improvement efforts, emphasis and utilization of the Human Performance Lab (HPL) for student learning, and the implementation of the concentration in Therapeutic Recreation. Continued refinement of the association of program assessment measures to program standards will be an important element in showcasing the program's achievements and value in future years.

Dean's signature:

Cary C Moore

Date: 1/8/2024