

**STUDENT LEARNING ASSESSMENT PROGRAM**  
**SUMMARY FORM AY 2010-2011**

**Degree and**  
**Program Name: MS in Kinesiology and Sports Studies - All areas of concentration.**

**Submitted By: Brent Walker**  
**PART ONE**

What are the learning objectives?	How, where, and when are they assessed?	What are the expectations?	What are the results?	Committee/ person responsible? How are results shared?
<p>1. Students will demonstrate a depth of content knowledge (Graduate School Goal #1).</p>	<p>a. Comprehensive examination upon completion of core courses. The comprehensive exam is offered the last day of each semester. Students take the exam in a proctored setting on WebCT in a computer lab on campus.</p> <p>b. Competency assessments by Lori Richardson at Sarah Bush at the end of the cardiac rehabilitation practicum.</p> <p>c. Knowledge assessment by Lori Richardson at Sara Bush at the end of the cardiac rehabilitation practicum.</p>	<p>a. 75% of students will pass (75% score or better) on first attempt.            90% of students will pass (75% score or better) within two attempts.</p> <p>b. 90% of students will average a 4 out of 5 on the competency rubric of the assessment.</p> <p>c. 90% of students will average a 4 out of 5 on the knowledge rubric of the assessment</p>	<p>a. 81.3% of graduate students taking the comprehensive passed on their first attempt. 100% of students passed the exam within two attempts.</p> <p>b. 43% of students averaged a 4 out of 5 or higher on the competency assessment.</p> <p>c. 43% of students averaged a 4 out of 5 or higher on the knowledge assessment.</p>	<p>a. Graduate faculty members create and grade questions from their classes for the comprehensive exam. All graduate faculty have access to the assessment data through WebCT.</p> <p>b/c. Competency assessments are completed by Lori Richardson at Sarah Bush for the KSS 5655 practicum.</p> <p>The final results for all of the assessment data are shared by the graduate coordinator at the first fall graduate faculty meeting. The coordinators of the Adult Fitness program receive feedback about the competency exam scores for the KSS 5450 case study.</p>

<p>2. Students will develop critical thinking skills and develop problem-solving skills in practical settings (Graduate School Goal #2).</p>	<p>a. Assessment of critical thinking skills (judgment and problem solving skills) on internship evaluation rubric.</p> <p>b. Self-assessment of problem solving skills on exit interview.</p> <p>c. Case study assessment for work with adult fitness (KSS 5450) on the comprehensive exam.</p>	<p>a. 100% of students completing an internship will receive a 4 out of 5 on problem solving skills and judgment section of their internships as evaluated by their internship site supervisors.</p> <p>b. Participants will rate their problem solving skills 1 point higher on the exit interview when comparing their problem solving skills to the start of the program.</p> <p>c. 100% of students will correctly answer 4 out of 5 questions on KSS 5450 competency case study assessment.</p>	<p>a. 89% of students completing an internship received a 4 out of 5 on the problem-solving component of the internship evaluation.</p> <p>b. Student assessments of their problem solving ability on the exit interview indicated an increase of 4.4 to 5.3 (.9) on a 7-point Likert scale at the end of the program compared to the start of the program.</p> <p>c. 22% (2/9) students scored a 4 out of 5 on the KSS 5450 competency case study assessment</p>	<p>a. Internship site coordinators evaluate critical thinking skills and submit those to the graduate coordinator. The results are shared at the first fall graduate faculty meeting.</p> <p>b. Students assess their problem solving skills on the exit interview, completed online. The graduate coordinator shares the results with all of the faculty members at the first fall graduate faculty meeting.</p> <p>c. The results are made available to the directors of the Adult Fitness Program and the graduate faculty at the first fall faculty meeting.</p>
<p>3. Effective oral and written communication skills (Graduate School Goal #3)</p>	<p>a. All students are required to get at least 2 oral presentations evaluated via the campus speaking rubric (available from any graduate course that requires an oral presentation).</p> <p>b. All students are required to get at least 2 written papers evaluated via the campus written rubric (available from any graduate course that requires a written paper).</p>	<p>a. 100% of students will receive a score of 30/48 (representing satisfactory on the scale) on two oral rubrics assessed in classes during the program.</p> <p>b. 100% of students will receive a score of 20/32 (representing satisfactory on the scale) on two written rubrics assessed in classes during the program.</p> <p>c. Students will assess their</p>	<p>a. 98% of students received a 30/48 on two oral rubrics. Overall, the average score was 39.5/48 on the 84 oral rubrics assessed in KSS 4761, 5000, 5120, &amp; 5901.</p> <p>b. 97% (1 of the three students not received the required 20/32 dropped out of the program after one semester) of students received a 20/32 on two written rubrics. Overall,</p>	<p>a/b. The faculty complete the rubrics online any time a student presents or submits a paper. The results are compiled by the graduate coordinator and shared at the first graduate faculty meeting at the beginning of the fall and spring semesters.</p> <p>c/d. Students assess their oral and written</p>

	<p>c. Self-assessment of oral communication skills on exit interview.</p> <p>d. Self-assessment of written communication skills on exit interview.</p> <p>e. Assessment of oral communication skills from internship evaluation rubrics for KSS 5655 and 5980.</p> <p>f. Assessment of written skills from internship evaluation rubrics completed by internship site supervisors for KSS 5655 and 5980.</p>	<p>speaking skills a point better on a 7-point Likert scale at the end of the program compared to the start of the program.</p> <p>d. Students will assess their written ability on the exit interview a ½ point better on a 7-point Likert scale at the end of the program compared to the start of the program.</p> <p>e. 100% of students will average a 4 out of 5 or better on the oral communications skills evaluations from their internship site supervisors.</p> <p>f. 100% of students will average a 4 out of 5 or better on the oral communications skills evaluations from their internship site supervisors.</p>	<p>the average score was 25.9/32 on the 103 written rubrics assessed in KSS 4761, 4762, 4900, 5000, 5120, 5270, &amp; 5901.</p> <p>c. Students' assessment of their speaking ability on the exit interview rose from 4.2 to 5.6 (1.4 increase) from the beginning of the program to the end of the program (an increase greater than 1 SD).</p> <p>d. Students' assessment of their written ability on the exit interview indicated an increase of 4.6 to 5.2 (.6) on a 7-point Likert scale at the end of the program compared to the start of the program.</p> <p>e. 100% of students scored a 4/5 or better on the oral communications skills from their internship site supervisors.</p> <p>f. 100% of students scored a 4/5 or better on the oral communications skills from their internship site supervisors.</p>	<p>communication skills on the online exit interview at the end of the program. The compiled results from the exit interview are shared with faculty at the graduate faculty meetings at the start of each semester.</p> <p>e/f. Internship site supervisors complete a final evaluation of internship students. Compiled results are shared with faculty at the graduate faculty meetings at the start of each semester.</p>
<p>4. Evidence of advanced scholarship through research and/or creative activity (Graduate School Goal #4).</p>	<p>a. Number of poster presentations from KSS 5000 Research Methods in Lantz at the KSS Research Fair.</p> <p>b. Number of students</p>	<p>a. All fall KSS 5000 students will present their research at the Annual KSS Fall Research Fair.</p> <p>b. 4 students will complete a</p>	<p>a. 100% of students presented their research at the Annual KSS Fall Research Fair</p> <p>b. 5 students are currently</p>	<p>a. The professors for KSS 5000 initiate the Annual KSS Fall Research Fair. Faculty and administrators from across campus are</p>

	<p>completing a master's thesis.</p> <p>c. Students will present their research at the Annual Campus Graduate Research Fair.</p> <p>d. Students will present their research at state/national conventions.</p> <p>e. Students will apply for Williams Travel Grants or other grants (i.e., IAHPERD student-mentor grant) to present their work</p> <p>f. Self-assessment of research ability on exit interview</p>	<p>master's thesis each year.</p> <p>c. 4 students will complete their research at the Annual Campus Graduate Research Fair and 1 will present at the Annual CEPS Graduate showcase.</p> <p>d. 2 students will present their research at the state, regional, or national level each year.</p> <p>e. 2 students will apply for Williams Travel Grants or other grants to present their work.</p> <p>f. Students will assess their research ability on the exit interview 1 point better on a 7-point Likert scale at the end of the program compared to the start of the program.</p>	<p>completing thesis projects (2 have successfully defended)</p> <p>c. 1 student presented at the Annual Campus Graduate Research Fair and 1 presented at the CEPS Showcase</p> <p>d. 1 student presented nationally and 1 student's work has accepted nationally.</p> <p>e. 1 student applied for and received a Williams travel grant.</p> <p>f. Students' assessment of their research ability on the exit interview indicated an increase of 3.2 to 5.4 (2.2 increase) on a 7-point Likert scale at the end of the program compared to the start of the program.</p>	<p>invited to the Fair.</p> <p>b/c/d/e. Thesis proposals are shared and voted on by faculty during the fall semester. The thesis option is explained to students in the initial graduate student meeting at the beginning of the fall semester. The number of presentations/submissions/travel grants are shared with the faculty at the first fall graduate faculty meeting.</p> <p>f. The students assess their research ability on the exit interview.</p>
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## **PART TWO**

Describe what your program's assessment accomplishments since your last report was submitted. Discuss ways in which you have responded to the CASA Director's comments on last year's report or simply describe what assessment work was initiated, continued, or completed.

We re-vamped the graduate learning objectives to be in-line with the graduate school objectives. We eliminated the goals based on each concentration and focused on overall program objectives (CASA comment – learning objectives). We were previously assessing oral communication and writing skills in KSS 5000. We changed the requirements to two written and two oral communication rubric evaluations per student. We collected information for the oral rubrics in 4 different classes and collected information for the written rubrics in 7 different courses this year (CASA comment – How, where, & when assessed). We added a competency assessment and learning assessment to the KSS 5655 Cardiac Rehabilitation Practicum experience (CASA comment – How, where, & when assessed). We also implemented a comprehensive exam composed of all the course classes in the curriculum. As part of the comprehensive exam, we've included a practical assessment of students' ability to prescribe exercise based on the KSS 5450 Adult Fitness Program experience. Finally, we re-vamped our exit interview to address students' perception of their own skills (i.e., speaking, writing, problem solving) as well as feedback for the curriculum and faculty.

## **PART THREE**

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

Summarize changes and improvements in **curriculum, instruction, and learning** that have resulted from the implementation of your assessment program. How have you used the data? What have you learned? In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the future?

We have drastically changed our curriculum for the upcoming fall semester. Part of the impetus for the change in curriculum related to student feedback on the exit interview. Especially for the sport administration concentration, students expressed an interest in more 5000 level courses to take them out of combined graduate/undergraduate classes. Based on the information we have collected this year, we have a few curriculum areas to consider. First, based on the cardiac rehabilitation practicum experiences, we will need to address beta blockers in core courses moving forward as students did not score well in those areas. We will consider either addressing it in current classes or explore the possibility of creating a 1-hour classes specifically dedicated to beta blockers. Additionally, with the poor performance scores on the KSS 5450 competency case study, we will need to re-consider the approach for that class as well as the knowledge in other core exercise science classes (i.e., KSS 5640, 5260). Students need to be exposed to more exercise prescription in each of these courses. Another curriculum change will involve interpreting EKGs. Student scores on certain aspects of EKG interpretation on the KSS 5655 evaluation along with student feedback on the exit interview indicate that students need more experience with paper interpretation of EKG results, opposed to the digital feedback students are experiencing in the classroom. Overall, the students rated the rigor of the graduate program as a 4.33/7. Therefore, as a whole, we will have to examine changes that faculty need to make to improve the quality of the program moving forward.

Based on the results of the oral and written rubrics, we will need to address the oral and written rubrics at the end of the fall semester. Most faculty didn't enter their online scores from the rubrics they collected until the end of the academic school year. Because the information was entered late in the process, we failed to identify students performing poorly on the rubrics across courses. In the future, we will check student progress and the end of the fall semester and then ensure students performing poorly receive help, information to perform better during the spring semester. Related to this, the students that performed poorly on the oral and written rubrics also performed poorly on their coursework, struggled on the competency exam, and had lower G.P.A.s when they were admitted into the program. As this has been a concern in the program for a number of years, we increased our minimum undergrad G.P.A. requirements from a 2.75 to a 3.0 and increased our rejection rate for the upcoming academic year.

The results of the exit interview revealed that students felt that their research ability was improving dramatically through participation in the program. However, with the exception of the department research fair, the department didn't meet basic goals for student presentations either across campus or externally. A basic change to address this will be to recommend that a requirement of completing a thesis is to present the thesis at the annual campus graduate research fair.