

Annual Program Review and Assessment Committee (PRAC) Report

Department of Kinesiology

Fall '16 – Spring '17

Preamble

It is important to note that the School of Physical Education and Tourism Management, to which the Department of Kinesiology belongs, was once again approached by an offer to restructure / merge with another school on campus. This now marks the 5th time in about 9 years that this has been discussed, with this being the second time in about 14 months (or less). However, while these conversations are disruptive and utilize time and effort to engage in, what is different this time is that this is moving forward. As of July 1, 2018 the School of PETM will merge with the School of HRS to become the School of Health and Human Sciences. This is a unique and significant milestone for IUPUI as it may be the first time two schools merged willfully and while both are exceptionally strong; both financially and programmatically. As such, while assessment efforts are always viewed importantly by us, much time was dedicated during the spring and summer 2017 in addressing this restructuring. As such, any time invested in that took away from other functions, and this assessment endeavor was not impervious to this needed time reallocation.

Introduction

There was one notable assessment related event for the Department of Kinesiology for the '16-'17 academic year and that was the transition from an internal survey tool for data collection to the more established and robust REDCap data collection tool. Moreover, this transition required weekly and biweekly training sessions to get the tool ready to be used for the assessment cycle. One quick finding, is that survey response rates from faculty for assessment purposes rose to 100%; and this has never occurred prior. By itself, this was a successful transition.

Finally, as I mentioned in the last years report, and to which I did not receive an answer, we have not received any PUL reports as of late, therefore PULs are not reflected in this report. The typical reporting tool for PULs was adjacent to grades being posted, and we do not have PUL assessment prompts in the tool that we are using nor do we anticipate including PUL's into our SLO data assessment tool. We feel the PUL data collection should be firmly situated at the campus level, not the school, department, or program level.

Student Learning Outcomes in Academic Programs.

The Department of Kinesiology has two academic program emphases: (a) Exercise Science / Fitness Management and Personal Training and (b) Teacher Preparation. Across these individual areas there are 14 respective student learning outcomes (SLOs). They are as follows:

Exercise Science (pre-Med, pre-Occupational Therapy, pre-Physical Therapy) and Fitness Management and Personal Training majors in the department align its curricular student learning outcomes with the framework of the American College of Sport Medicine (ACSM) Health Fitness Specialist (HFS) certification. The HFS is a degreed health and fitness professional

qualified to pursue a career in university, corporate, commercial, hospital and community settings.

Therefore, the particular SLOs are as follows:

- a. Identify the general principles of exercise science concepts.
- b. Conduct health and fitness appraisals and clinical exercise testing.
- c. Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
- d. Perform exercise prescription and programming for clients.
- e. Explain the essentials of nutrition and weight management.
- f. Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
- g. Demonstrate safety, injury prevention and emergency procedures in various physical activity settings.
- h. Be able to list key program administration and outcomes assessment for exercise testing.

The **Physical Education Teacher Preparation** program in the department aligns its curricular student learning outcomes with the framework of the National Association for Sport and Physical Education (NASPE); as such, the students will be able to:

- a. Apply discipline specific and theoretical concepts when developing physically educated individuals.
- b. Demonstrate competent movement and health enhancing fitness skills.
- c. Implement developmentally appropriate learning experiences to address the diverse needs of all students.
- d. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- e. Utilize assessments and reflection to foster student learning and make informed instructional decisions.
- f. Demonstrate dispositions essential to becoming effective professionals.

What opportunities do students have to learn / acquire the outcomes?

Primarily, the respective departmental curriculums; all of which are: (1) mapped to the aforementioned SLOs (2) adhere to the 120 credit hour state mandate (3) are representative of the approved 30 credit hour General Education expectation and (4) Infuse the campus defined curricular experiences that meet the RISE initiative. In particular, here is what the Department of Kinesiology utilizes to address this:

- i. Research (Zero-credit hour Research course, School FROG grants (faculty) which require undergraduate research opportunities, engagement in the Department's newly name Physical Activity and Wellness Institute (PAWI) which was formerly known as the Center for Physical Activity, Wellness, and Disease Prevention, Campus MURI, UROP, and, DSRP grants, and external professional foundation grants (i.e. ACSM, ICC));
- ii. International (International study abroad with Moi University partnership and Cultural Immersion Project (international student teaching), and South Korea Study Abroad Program);
- iii. Service Learning (i.e., Motor Activity Clinic, Ability Fitness Clinic, INShape Fitness Programs, Legacy Center, multiple Campus-Community Partnerships with K-12 schools, Live Laugh Dance, etc);
- iv. Experiential Learning (It is important to note that all departmental majors participate in a capstone experience; this is in the form of either an (a) internship or (b) student teaching; we also offer a P498 course..

Finally, there exist various departmental student-social, academic, and activity clubs (Phi Epsilon Kappa, PESO, OK, and PE student council) along with opportunities for participation in state, regional, and national conferences as advised and mentored by faculty.

How are you measuring each of the desired behaviors?

A. With regard to the Academic Program emphasis SLOs (yet independent of the particular tract) the faculty/staff utilize the following measures as evidence of success:

Direct:

1. Course grades; per selected assignments and/or overall
2. Capstone mentor observation / evaluation
3. GPA
4. Passing of national / standardized tests
5. Formal student presentations
6. End of Course Assessments
7. Unit Tests, Quizzes, sections of tests, etc.
8. Performance Rubrics

For the direct measures, the Department of Kinesiology has adopted a 5 point performance rating scale to standardize scores across programs and assessments. The levels of performance are defined below. ***It is important to note we define a score of 3 as the threshold expectation level for students:***

Level 5 (E): Exceptional (A)

Student performance in learning outcome consistently exceeded expectations due to exceptionally high quality of work performed, resulting in an overall quality of work that was superior.

Level 4 (EE): Exceeds expectations (B)

Student performance in learning outcome often exceeded expectations and the quality of work overall was above average.

Level 3 (ME): Meets expectations (C)

Student performance in learning outcome met expectations and was considered average.

Level 2 (I): Improvement needed (D)

Student performance in learning outcome often did not meet minimum expectations and was considered below average.

Level 1 (U): Unsatisfactory (F)

Student performance in learning outcome was always below expectations and was considered unacceptable.

Indirect:

1. Exit Interviews
2. Surveys
3. Student-based focus group interviews

B. With regard to the general outcomes we offer the following as evidence:

1. Passing rates on select national examinations.
2. Faculty Annual Reports / Report from the Center for Service and Learning; as it relates to mentoring undergraduates exclusive to the RISE initiative.
3. Admission rates to graduate or professional programs.

3. What are the assessment findings?

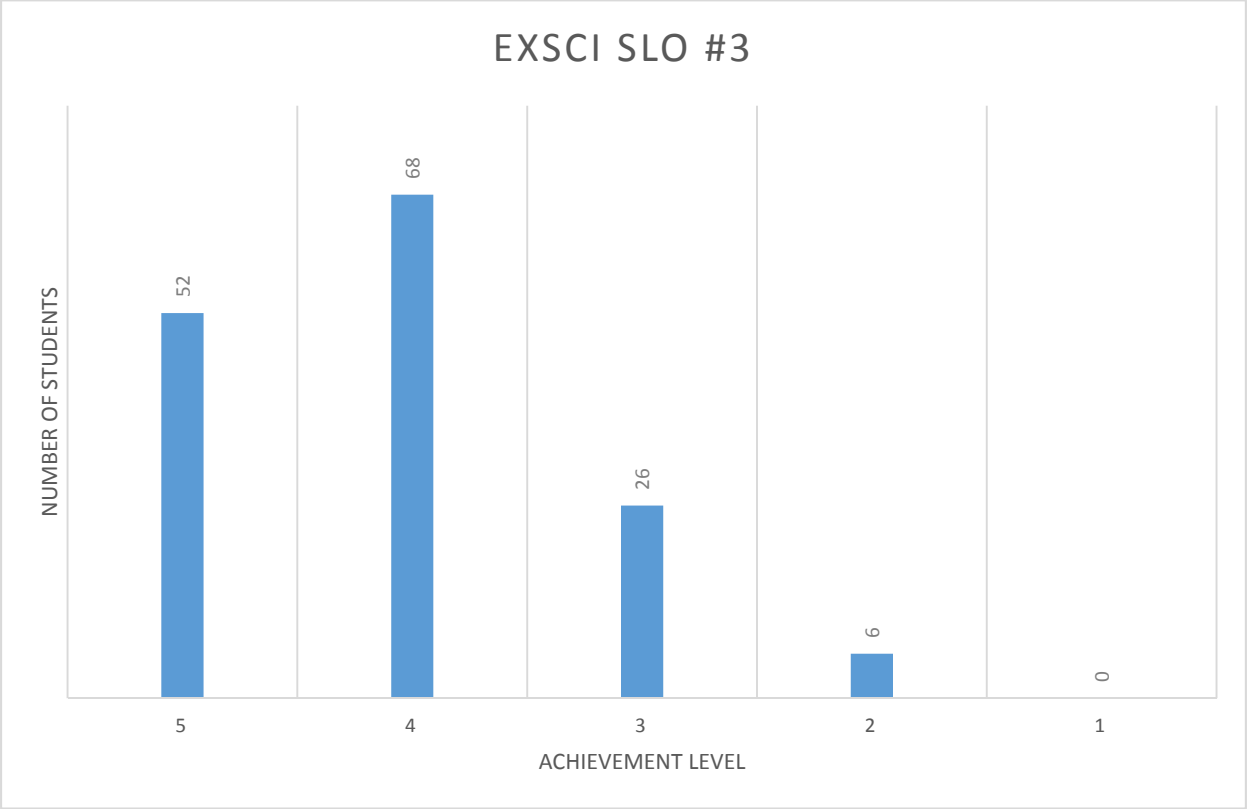
Exercise Science

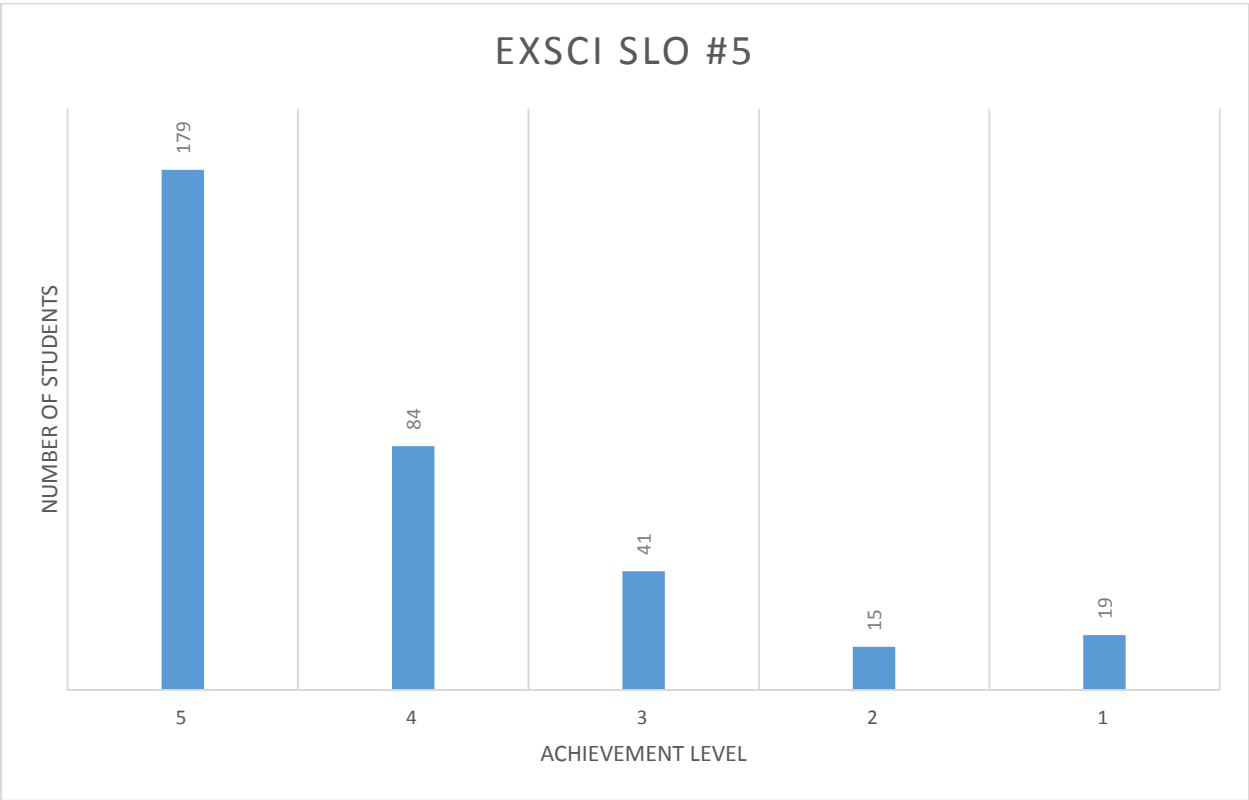
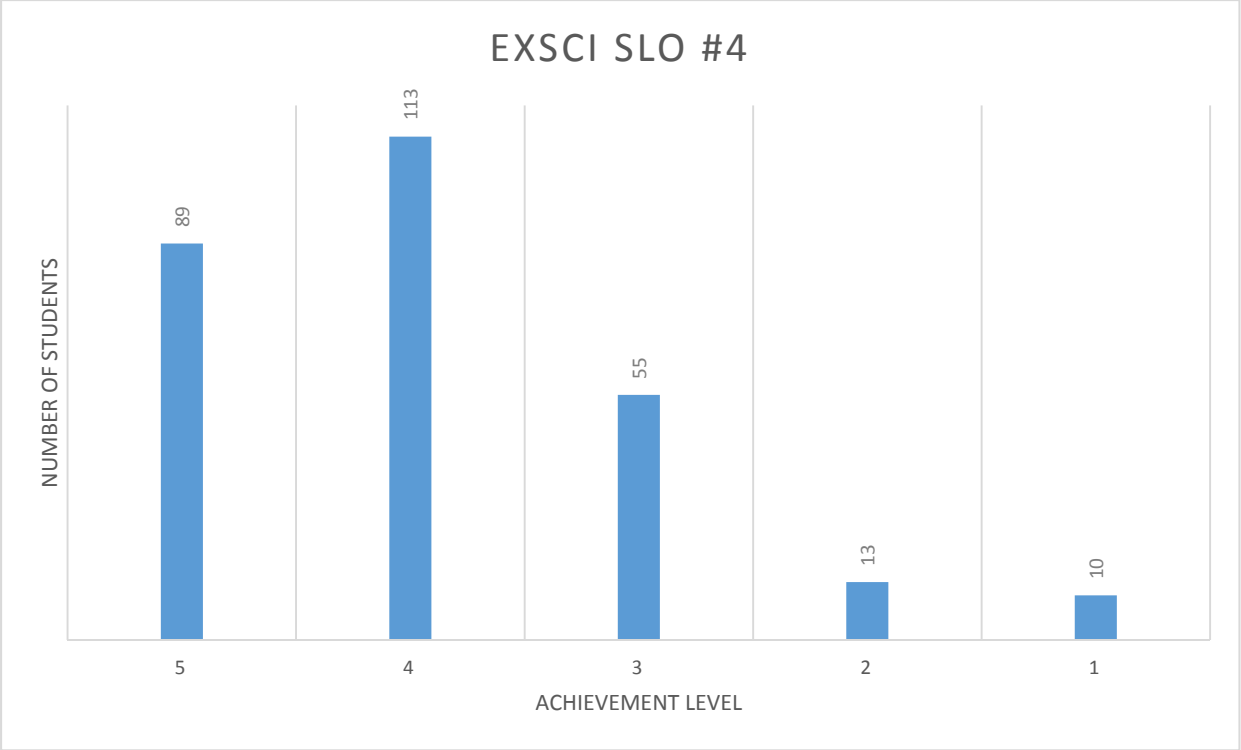
Direct Measures

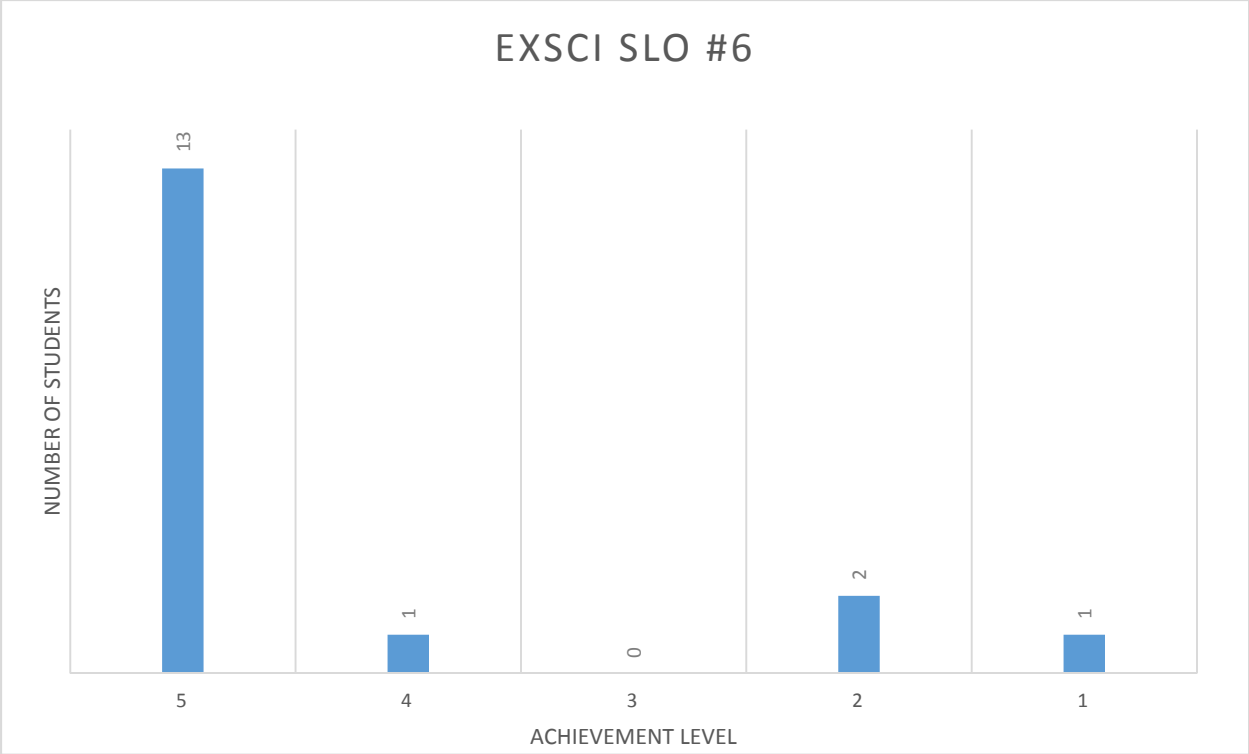
National Examinations - While there are national examinations for Exercise Science students, the governing associations do not release aggregated test scores. Therefore, we rely on the following measures:

Course assignment / evaluation: Within our professional course work we utilize a bundle of assignments to assess the SLOs; these, range from Daily Assignments (quizzes, homework) to End of Term Assessments (project, final exam). These assessments, for this report, were embedded in and reported out from nearly 18 different courses. See the tables below for a summary of student achievement per SLO:

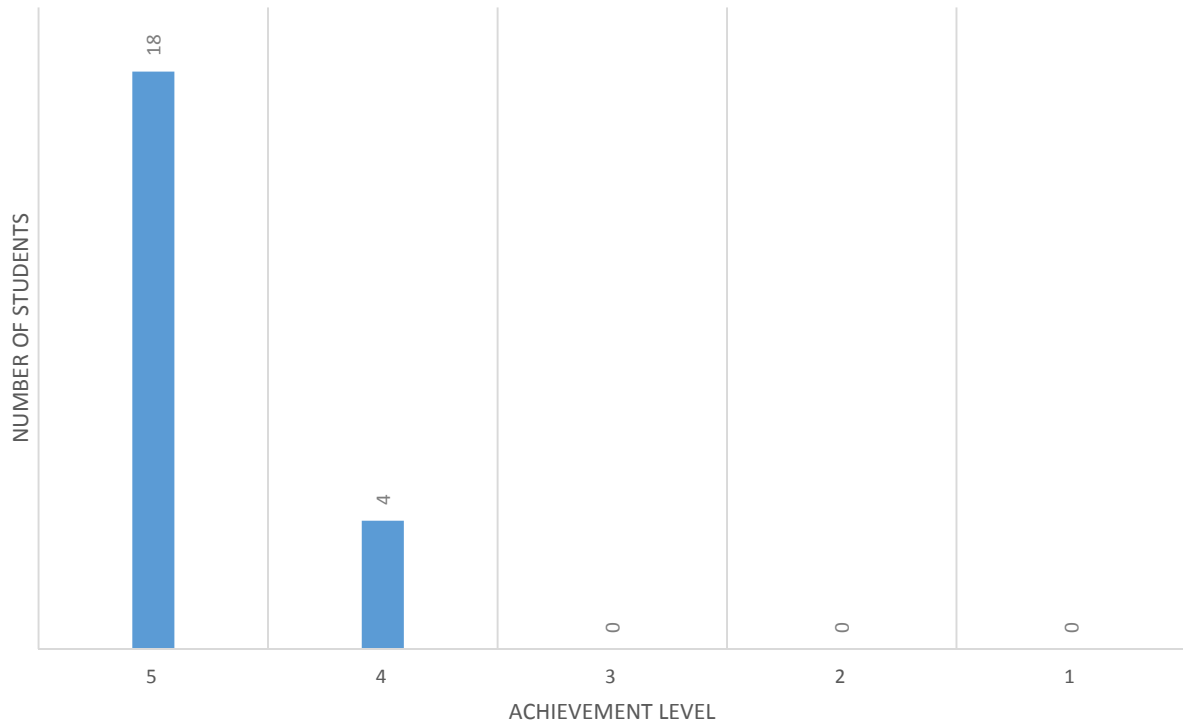




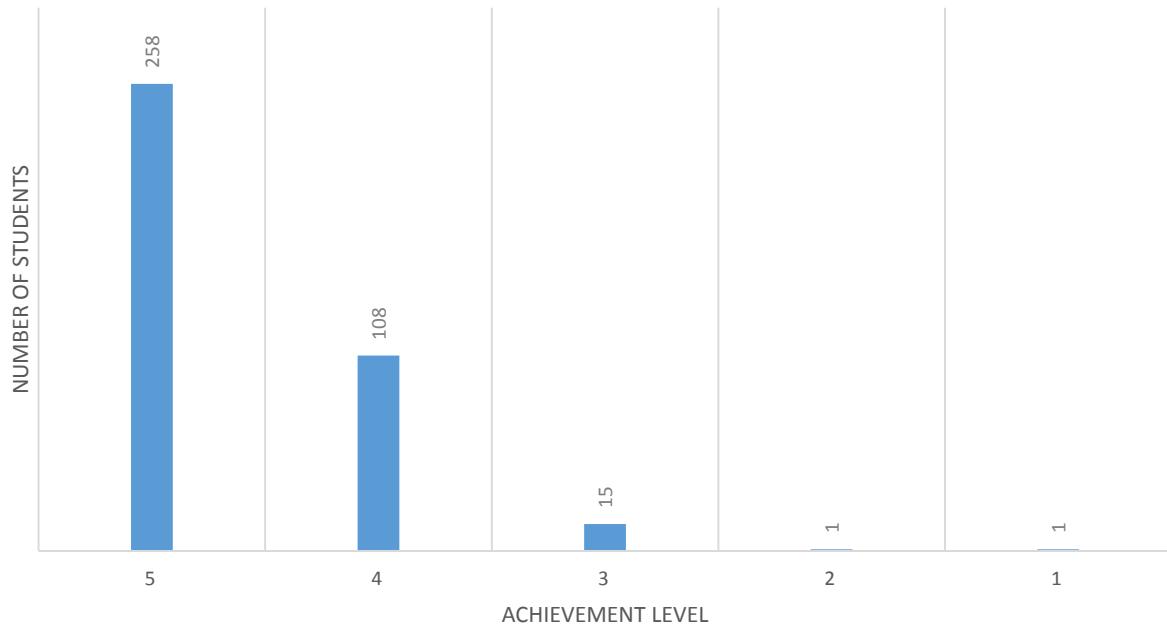


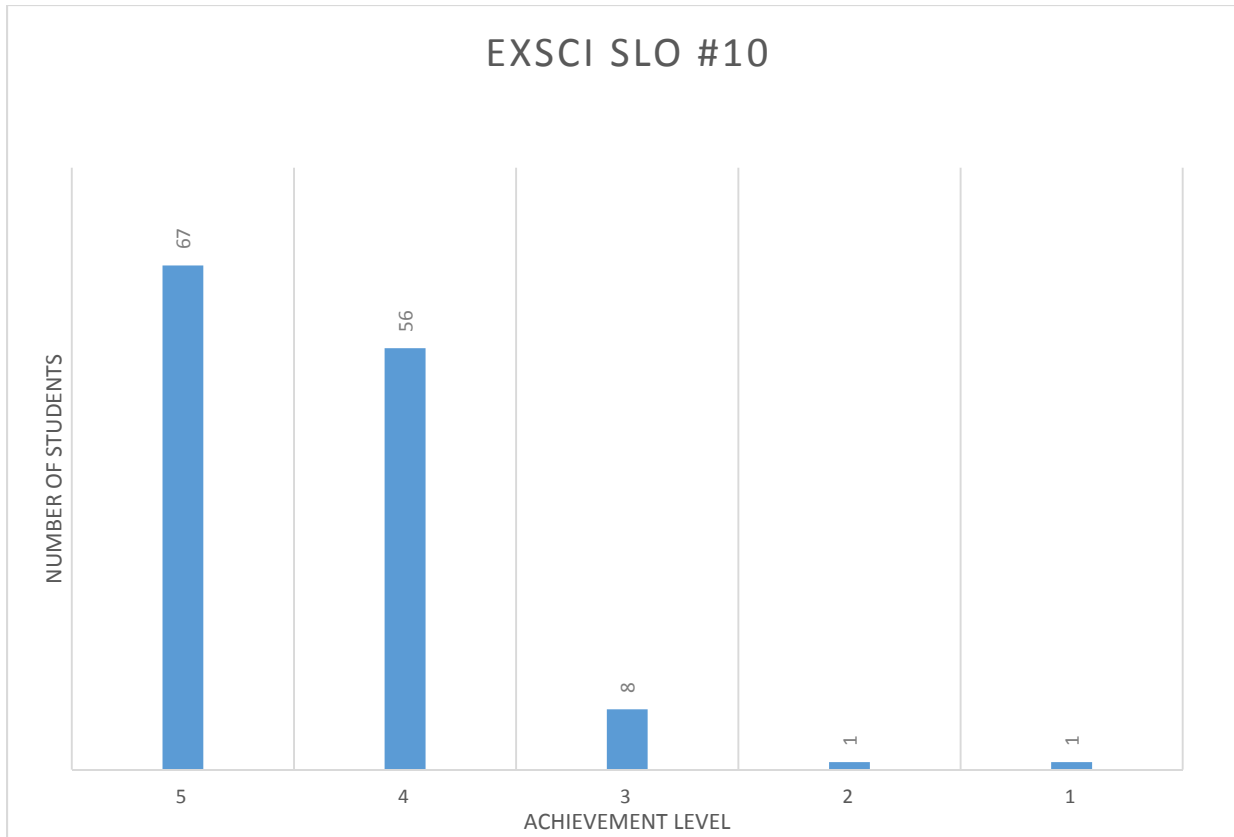


EXSCI SLO #8



EXSCI SLO #9

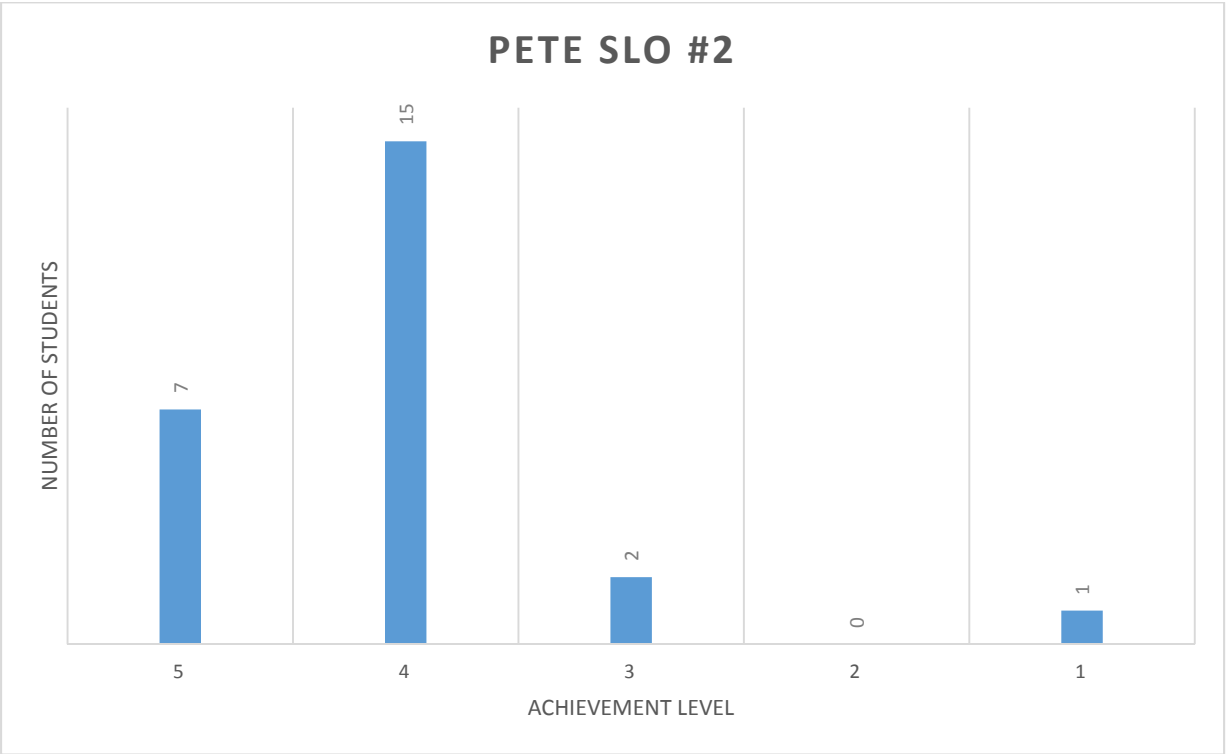
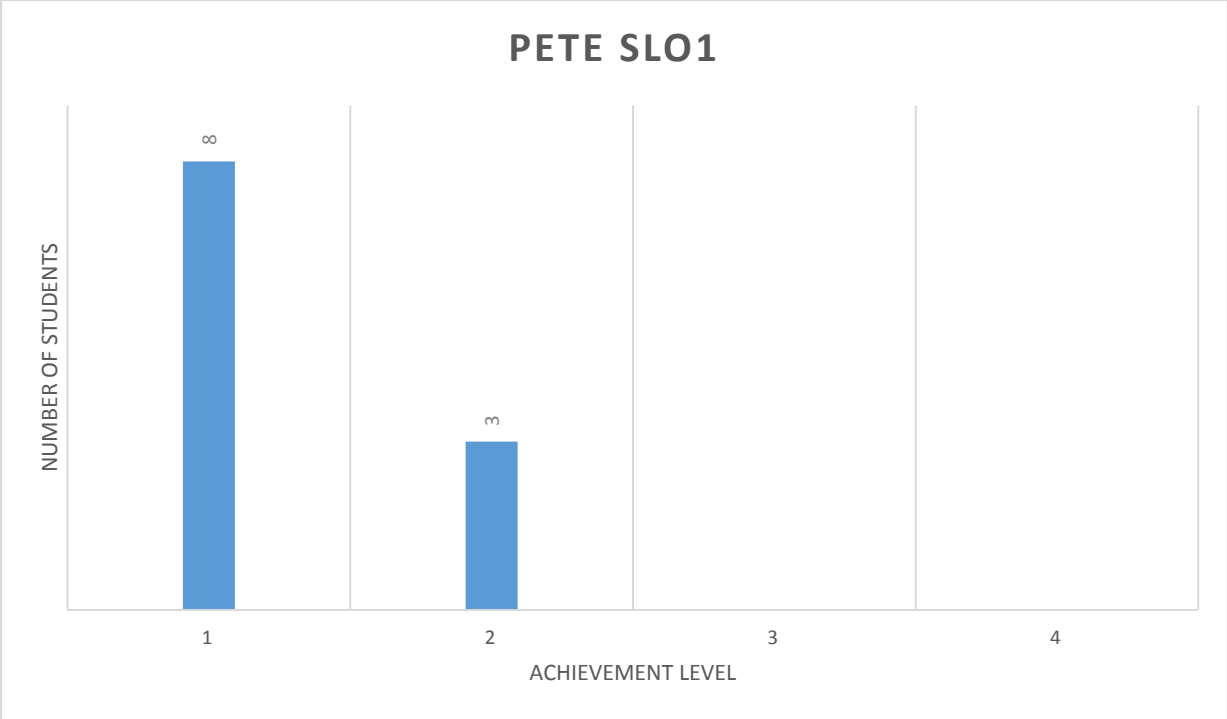




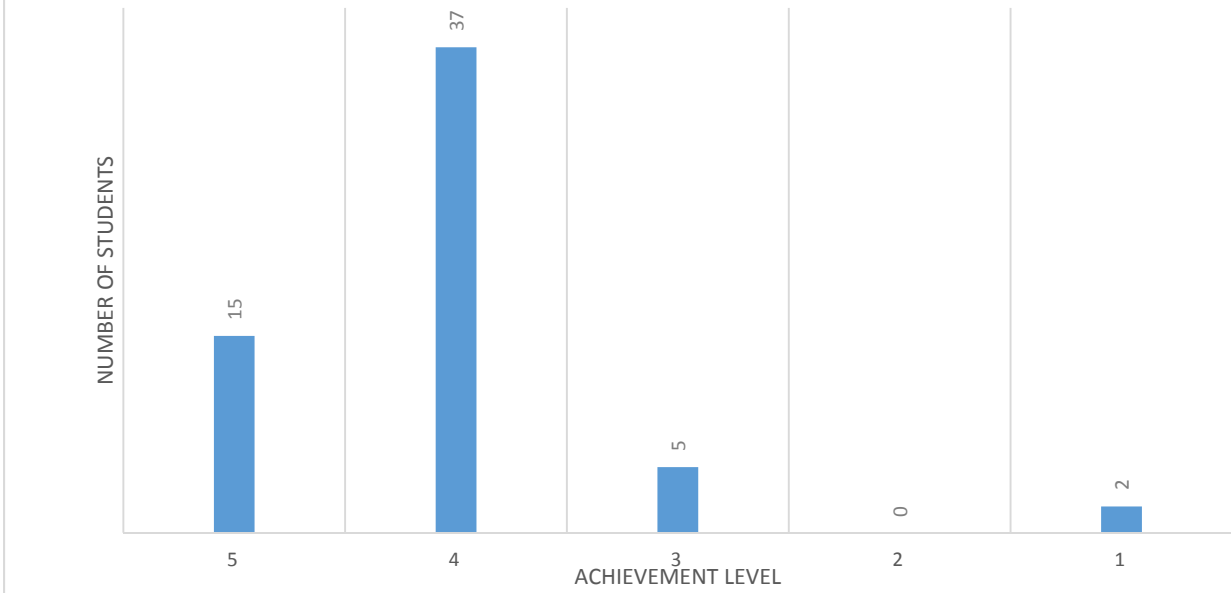
Teacher Education

National Exam - Teacher preparation does require a national examination (PRAXIS II); for the 2016 AY (similar to the previous 4 academic years) our program had a 95% or higher passing rate; significantly above the national average of ~88%.

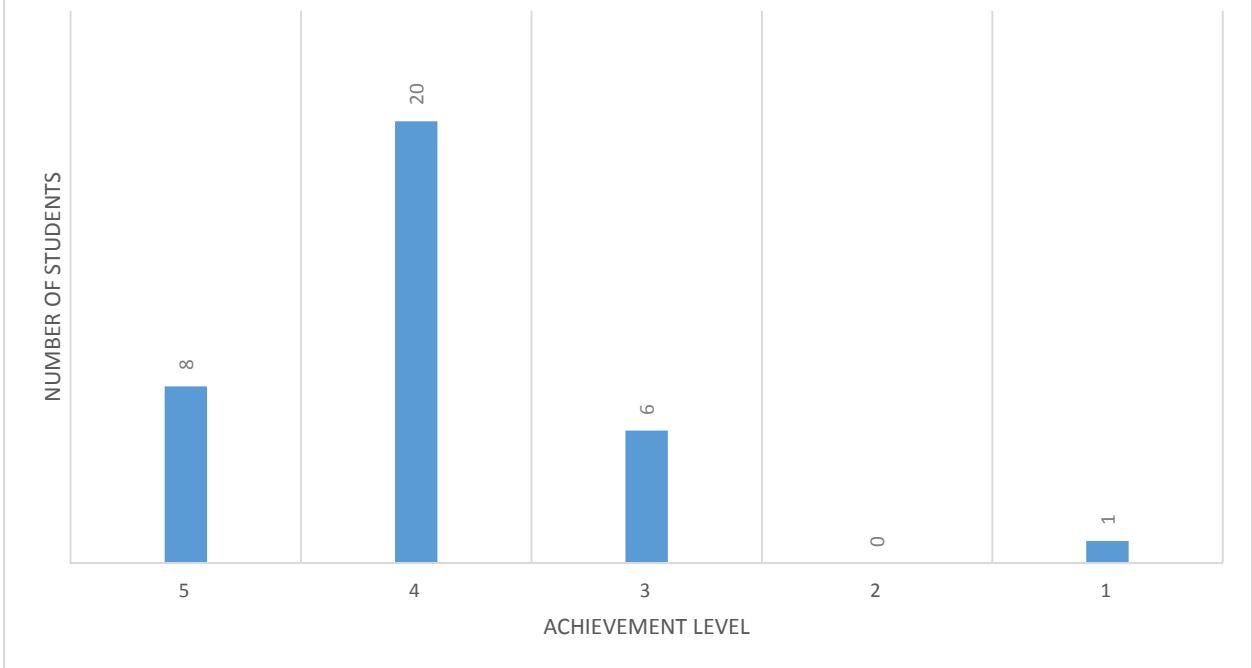
Course assignment / evaluation – The assignments used to collect data ranged from Direct Observation to End of Semester Assessments. These assessments, for this report, were embedded in and reported out from 7 different courses during the last academic year. See the tables below for a summary of student achievement per SLO:



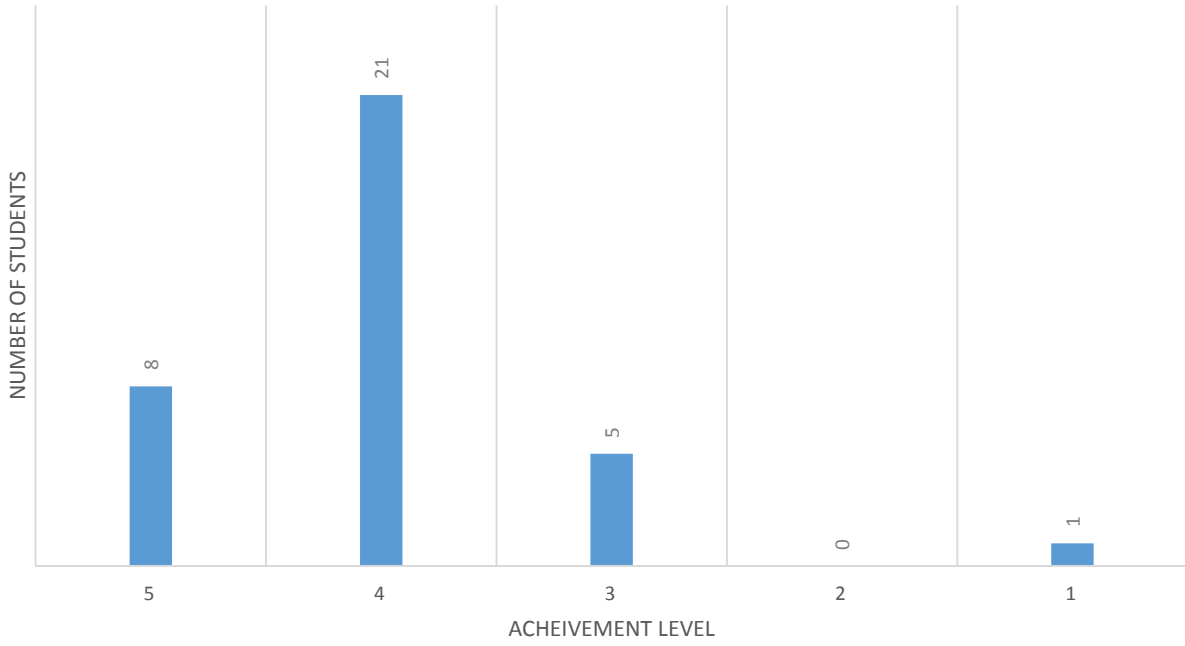
PETE SLO #3



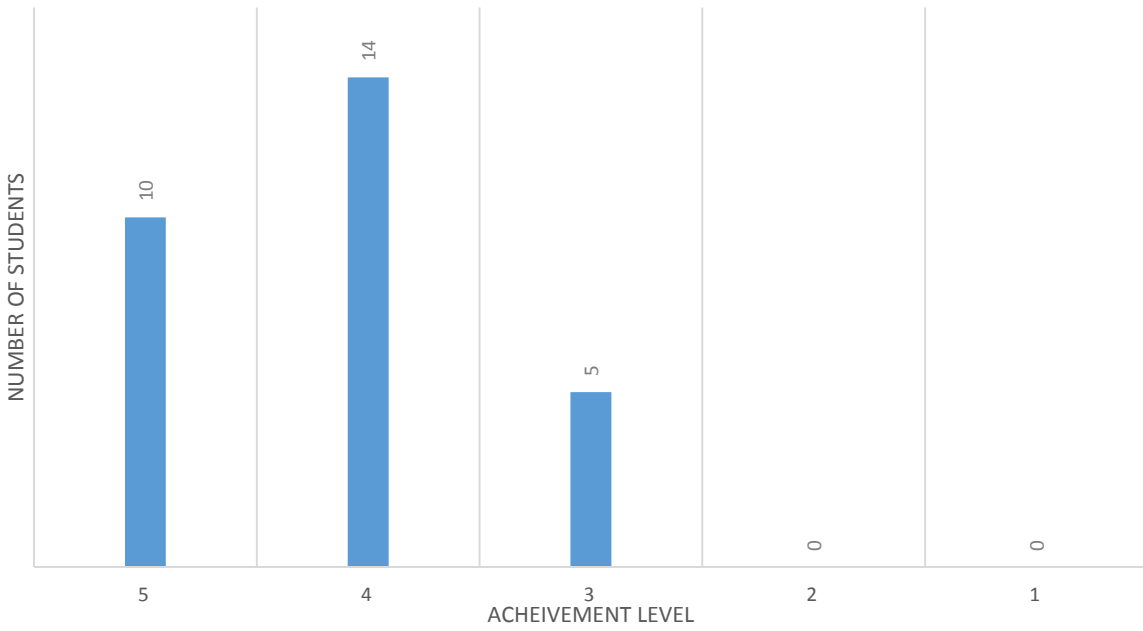
PETE SLO #4

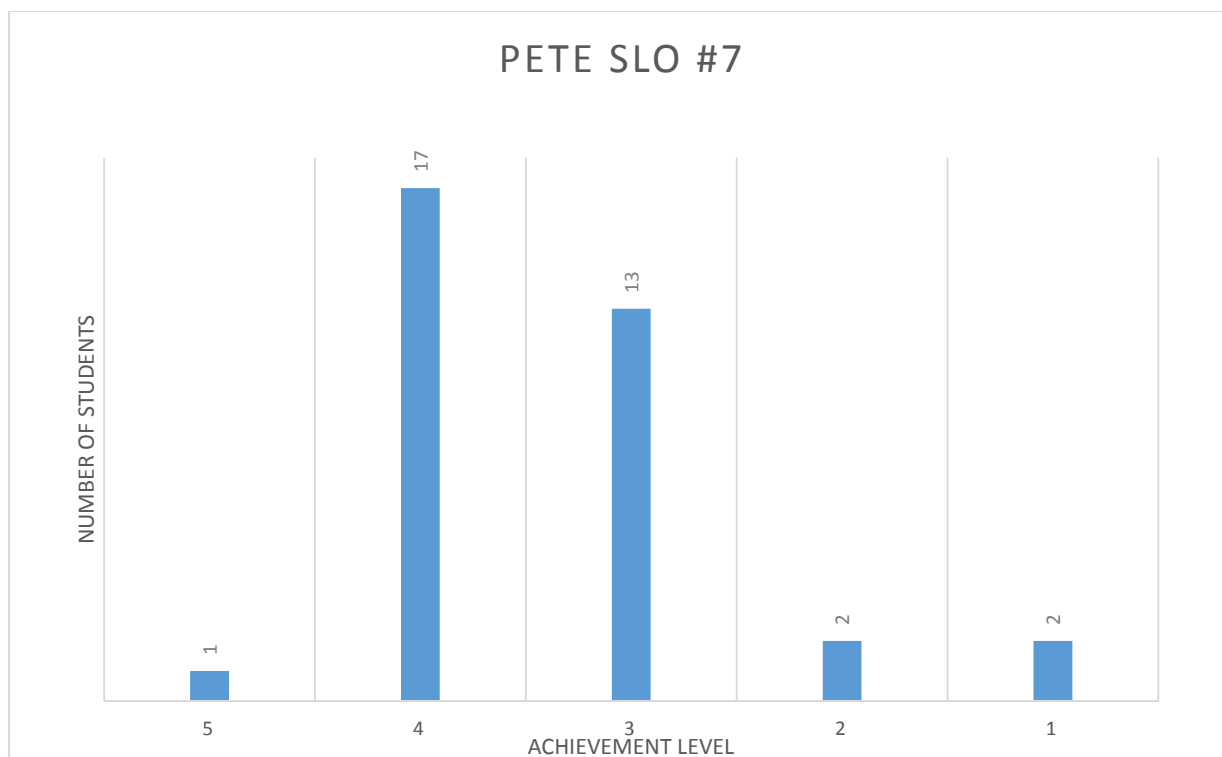


PETE SLO #5



PETE SLO #6





RISE data for Kinesiology

- (1) Taking all the **research** opportunities together we, as a department consistently average about 30 undergraduate students actively involved in undergraduate research within either one of our 4 research labs or as part of their capstone course. Many of these students also concluded their work with either a poster presentation, oral presentation, or as a co-author on a publication.
- (2) **International** efforts – this year we report 0 students engaging in an international experience.
- (3) **Service-Learning / Civic Engagement** (for simplicity and to compress any possible duplicative interpretation, I will comingle this data): Once again, according to the IUPUI Department of Community Engagement, the Department of Kinesiology is #2 on campus as it relates to the number of students involved in civic engagement and #3 in the number of hours, overall, it spends in the community. This equates to about 11 of our instructors and 13 of our courses being actively engaged in the community.

What improvements have been made based on assessment findings?

First, and most importantly, I will quote what last year's summary stated:

Quite honestly, the biggest lesson we learned with regard to our national accreditation efforts, the external program review, and the annual PRAC report is that we need a more efficient and better data reporting and analyzing tool. Currently, at the request of the university we are using Qualtrics, yet there exist severe limitations here. While we have procured funding for a 3rd party vendor, the university is asking

us to refrain from going in that direction and has advised us to look internal. At this point we are looking at RedCap; and this looks promising.

As such, we addressed and met this suggestion. As evidenced by the introduction, many hours were spent learning an entirely new tool for data collection. And I am happy to report we have fully adopted and are currently using REDCap as our primary SLO data collection tool. The early reports are promising as it already has greatly reduced reporting errors and has significantly impacted faculty reporting rates, which are now 100%.

We have also addressed the other summary findings from the prior year's report, in particular:

- HPER 212 – Introduction to Exercise Science. Since the department is now called Kinesiology perhaps this class should be named Introduction to Kinesiology. The course could be expanded in terms of the breadth of topics covered to reflect the broad field of Kinesiology and include the humanities and social behavioral areas, despite the fact this department is not that broad in its offerings. *An ad hoc committee was formed and led by the department chair to address this. However, with the restructuring discussions that went on starting February 2017, this has been shelved for higher priority items.*
- HPER 397 Kinesiology – The description suggests that this course is Movement Analysis Applied Biomechanics related to teaching skills. While historically this name was used, now that the Department has changed its name to Kinesiology to reflect the entire broad discipline, it might be useful to rename this class so students clearly understand that the field of Kinesiology is broader than the content in this class. Although the Department does not focus on the humanities or behavioral sciences to any great extent, introducing students to those concepts in an introductory course would provide them with information about the broader field of Kinesiology. *An ad hoc committee was formed and led by the department chair to address this. And there has been a clear shift in the focus of the course to meet the aforementioned suggestions.*
- HPER 405 Introduction to Sport Psychology. This class is a 400-level class, yet it is called Introduction. Perhaps renaming it Sport and Exercise Psychology, Psychological Kinesiology or Psychology of Physical Activity would better reflect the content of the class. *The department has utilized one of their 'variable' titled course designations to temporarily offer a *Health-behaviors and Physical Activity* course with work currently being done to submit as a formal course. Yet, admittedly, the new school restructure may impact this.*
- Currently, the Department of Kinesiology focuses heavily on the life science aspects or exercise science components of Kinesiology. Nationwide, many Kinesiology programs and national societies also embrace the humanities and behavioral aspects of physical activity. While the review team recognizes that all departments cannot do all things, and considering that life science is a strength of this Department, it would seem reasonable for the Department to expand its focus in the social and behavioral aspects of Kinesiology. One recent hire addresses this area, but some additional support may be

needed.” Clearly the name of the new school with the added colleagues and departments may address this in the short and long term.

As it relates to the current year SLO assessment, it is clear each program has one distinct SLO that warrants further review and consideration. For the ExSci / FMPT track SLO #7 appears to not be on par with the other SLO as it relates to student mastery. As such, for the Spring of 2018 a group of select faculty will review the mapped course syllabi, associated assignments, and finally the selected teaching strategies to determine what could be enhanced and improved to better prepare our students as it pertains to *being able to demonstrate safety, injury prevention, and emergency procedures in various physical activity settings*.

Similarly the PETE track faculty intends to take a similar approach in addressing and evaluating what is currently being done to foster *demonstration of competent movement and health enhancing fitness skills*.