

# Annual Program Review and Assessment Committee (PRAC) Report

## Department of Kinesiology

2020-2021

### **Introduction**

The Department of Kinesiology offers degrees at the BS, MS, and PhD levels. It is important to note the PhD is new and has yet to graduate its inaugural class. The undergraduate program is by far the largest enrolled as it comprises roughly 95% of enrolled students in the department. For this reason, this report will focus primarily on the undergraduate program. Additionally, embedded in this report are the 3 campus specific questions with faculty responses regarding three emerging topics. In review, these are: (a) IUPUI+ (The Profiles) (b) Impact of COVID on assessment and (c) The Record.

### **Undergraduate Student Learning Outcomes in our academic programs.**

The Department of Kinesiology has two undergraduate academic program emphases: (a) Exercise Science / Fitness Management Personal Training and (b) Teacher Preparation. Across these individual areas there are 17 respective student learning outcomes (SLOs). They are as follows:

The **Exercise Science (ExSci)** and **Fitness Management and Personal Training (FMPT)** program aligns its curricular student learning outcomes with the framework of the *American College of Sport Medicine (ACSM)*; this international professional organization outlines core competencies that reflect particular Knowledge, Skills, and Abilities for those in sports medicine and exercise science. Therefore, the particular SLOs are as follows:

1. Identify the general principles of exercise science concepts.
2. Conduct health and fitness appraisals and clinical exercise testing.
3. Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
4. Develop prescription and programming for clients.
5. Explain the essentials of nutrition and weight management.
6. Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
7. Demonstrate safety, injury prevention and emergency procedures in various physical activity settings.
8. Be able to list key program administration goals and outcomes assessment for exercise testing and programming.
9. Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
10. Demonstrate dispositions essential to becoming effective professionals

The **Physical Education Teacher Education (PETE)** program aligns its curricular student learning outcomes with the framework of the *National Association for Sport and Physical*

*Education (NASPE)* the largest national professional organization for health, physical education, and wellness teachers; as such, students will be able to:

1. Apply discipline specific and theoretical concepts when developing physically educated individuals.
2. Demonstrate competent movement and health enhancing fitness skills.
3. Implement developmentally appropriate learning experiences to address the diverse needs of all students.
4. Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
5. Utilize assessments and reflection to foster student learning and make informed instructional decisions.
6. Demonstrate dispositions essential to becoming effective professionals.
7. Employ practical skills (i.e., technology or theory) to analyze and describe human movement.

### **Graduate Learning Outcomes including both the MS and PhD in Exercise Science**

*Master of Science in Kinesiology (MSK)*, students shall be able to:

1. Demonstrate the knowledge and skills needed to meet disciplinary standards of performance, as stated for the degree in Kinesiology
2. Communicate effectively information from their field of Kinesiology
3. Think critically and creatively to evaluate literature in their field of Kinesiology
4. Apply ethics within their Kinesiology

### *PhD in Exercise Science*

Students earning a PhD in ExSci must demonstrate the following abilities related to the research focus of the degree:

- a) Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to Exercise Science,
- b) Communicate effectively high-level information about Exercise Science,
- c) Think critically and creatively to solve problems in Exercise Science,
- d) Conduct research in an ethical and responsible manner.

- From here on forward, this will report will focus on the undergraduate program. Again, the reasons are self-evident (the MSK is small and typically does not meet minimal numbers for reporting in the cohort and the PhD is new).

### **How the department designs, approaches, and delivers learning environments and experiences for students to achieve learning outcomes.**

The Department of Kinesiology has been intentional in developing multiple opportunities, in the curriculum and alongside the curriculum, for students to achieve learning outcomes. For example: (a) The respective departmental courses; all of which are mapped to the

aforementioned SLOs; see *Table 1* and *Table 2* below and (2) We as a department express 8 of the 11 High Impact Practices (as recognized by the AAC&U). In particular, as students matriculate through our program they are afforded opportunities in:

- (a) *Undergraduate Research* (via, both, a zero-credit hour research course and a 1-3 credit hour research course and linked with MURI, UROP, and, DSRP grants, and external professional foundation grants (i.e. ACSM, ICC));
- (b) *Internships*; an internship is required for all our majors;
- (c) *ePortfolios*; starting in 2016 we have a team of faculty that has embedded ePortfolios into each program major with multiple touch points throughout the curriculum (100, 200, 300, and 400 level courses); including advising.
- (d) *FYE / FYS*; we have a robust and engaged FYE, and FYS program;
- (e) *Service Learning*, community-based learning; we offer service-learning components early and often in our curriculum; starting in the first-year through to the senior year courses; there are literally almost too many to count – 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.*
- (f) *Diversity/Global Learning*; we have opportunities with the *Global Campus Initiative* (New Castle University) and the *Cultural Immersion Project* (international student teaching: Australia, Indigenous peoples, Ireland, and Germany, for instance)
- (g) *Learning Communities*; not only in the curriculum via a class, L135, but in the themed student housing.
- (h) *Collaborative Assignments and Projects*; this is a natural fit for our discipline and we utilize a teams approach in many contexts inside and outside the classroom (via labs, activity sessions, group projects, research opportunities, community programs).

Curriculum / SLO maps

Table 1. ExSci / FMPT

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
<b>Core Courses</b>										
H160							x			
L135	x									
N220					x					
P200									x	
P205									x	
P212	x									x
P215	x									
P246	x			x						
P258										x
P271/R275										x
P280							x			

P373	x			x			x			
P374			x							
P391	x								x	
P397	x								x	
P393	x	x		x	x	x		x	x	x
P403	x			x						x
P405						x				
P409	x			x	x					
P410				x						x
P416								x		
P417	x	x	x	x						
P419		x	x							
P420		x						x		x
P443		x		x	x	x		x		x
P452	x								x	x

Table 2. PETE

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
<b>Core Courses</b>							
H352			x	x		x	
H464			x			x	
L135	x						
P271/R275 (CB)						x	
P195	x					x	
P200							x
P204							x
P205							x
P215/216	x	x					
P157	x		x		x		
P246		x	x	x	x		
P224		x		x	x		
P258			x	x	x		
P290		x	x				
P390/495	x		x	x		x	x
P397							x
P398	x		x	x	x	x	x
P493						x	
P497	x		x		x	x	

The department faculty is highly collaborative and approaches the opportunities for student learning and engagement with high fidelity. In fact, this is manifested by our fairly recently adopted (March, 2019) Mission and Culture statement:

“Rich with tradition, full of scholarly and professional opportunities, and with a student-first approach, the Department of Kinesiology’s mission is to provide a diverse student body with engaging, service-focused, and practical activities informed by evidence-based scholarly research. Through the Department’s comprehensive and innovative majors taught by dedicated and engaging faculty, the goal of the Department is to advance student learning not just in the classroom, but in the field as well, thus serving the larger community of Indianapolis, and beyond. The Department of Kinesiology is student-centered, encouraging a lifetime of learning and innovation.

This mission is accomplished via three main principles:

- 1) A student-centered approach
  - a. We have built our undergraduate and graduate programs by offering *high-impact practices* early and often.
  - b. We are an *outcomes-based* faculty that celebrates responsibility; we receive and provide feedback with the best of intentions for the betterment of our students.
  
- 2) Collaboration
  - a. We engage in meaningful *interdisciplinary* teaching, research, and service.
  - b. We have developed an environment that *facilitates growth, learning, and productivity* across disciplines.
  
- 3) Professional Dedication
  - a. We model professional behaviors that result in *sustainable* professional growth and development for faculty, staff, and students.
  - b. *We invest in our curriculum, program, and facilities* to provide a world-class educational and academic experience.”

As such, we professionally develop, reflect, collaborate, include students, and assess continually in hopes of delivering the best educational experience for all students.

Moreover, we also support 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.

In summary, as we reflect on how we design learning environments and experiences to benefit our students we (a) professionally develop our selves (b) keep the students at the forefront (c) model best practices and (d) invest in our students and selves.

### **How we assess the SLOs.**

First, our approach with assessment is to be as authentic as possible, in using a diverse set of assessments in a manner that is student-centered.

Second, with regard to the SLOs (yet independent of the particular major) the faculty utilize various combinations of the following measures as evidence of success:

#### **Direct:**

1. Capstone/ Internship mentor observation / evaluation
2. Performance Rubrics
3. Formal student presentations
4. ePortfolio's; in part or in full.
5. Artifacts such as: Lab assignments, research reports, class projects.
6. Unit Tests, quizzes, sections of tests, etc.
7. End of Course Assessments

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.**

**Cycle of Assessment**

Given the architecture / structure of the department, workload of the chair, administrative support dedicated to the department, and the realities of being the largest department in the School of Health and Human Sciences the cycle of assessment needs to make sense and fit into the normal operations of the department without being duplicative nor disruptive.

It is important to note the chair oversees and manages around 180+ sections of courses during a semester, supervises ~60 faculty, ~12 graduate teaching assistants, multiple facilities, labs, and classroom spaces...just to name a few of the time intensive administrative responsibilities. Until the summer of 2021 the chair did not have administrative support above a .50 FTE level; now (beginning summer of 2021), a new administrative coordinator has begun with a work assignment more toward a 1.0 FTE for departmental support. As such, an assessment cycle of convenience versus a rigid approach with every SLO assessed every year assessment has been adopted.

For the 2020-2021 reporting cycle below are the summary tables of SLO achievement. Please note we have the disaggregated data by class and assessment tool. Yet, that is beyond the scope of this report and not appropriate to be shared outside the department.

**ExSci / FMPT summary table**

<b>Learning Outcome</b>	<b>Total Students Assessed (N)</b>	<b>Level 5</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>1</b>	304	169 (55%)	61 (20%)	42 (14%)	15 (5%)	17 (5%)
<b>2</b>	102	49 (48%)	26 (25%)	18 (17%)	7 (7%)	2 (2%)
<b>4</b>	87	30 (35%)	30 (35%)	17 (20%)	8 (9%)	2 (2%)
<b>5</b>	312	94 (30%)	123 (42%)	62 (20%)	16 (5%)	17 (5%)
<b>6</b>	15	7 (47%)	6 (40%)	2 (13%)	0	0
<b>7</b>	113	60 (53%)	22 (18%)	16 (14%)	9 (8%)	6 (5%)
<b>9</b>	39	8 (21%)	7 (18%)	17 (44%)	4 (10%)	3 (8%)
<b>10</b>	202	155 (77%)	30 (15%)	15 (7%)	8 (4%)	14 (7%)

**PETE summary table**

<b>Learning Outcome</b>	<b>Total Students Assessed (N)</b>	<b>Level 5</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
<b>2</b>	23	17 (74%)	6 (26%)	0	0	0
<b>3</b>	23	1 (4%)	20 (87%)	2 (8%)	1 (4%)	0
<b>4</b>	14	4 (29%)	9 (64%)	0	1 (7%)	0
<b>7</b>	101	56 (55%)	18 (19%)	33 (33%)	1 (1%)	3 (3%)

**IUPUI+ or The Profiles**

The department highly values and implements the IUPUI+ / The Profiles. We engaged in as many departmental and individual professional development opportunities as possible. They are reflected on the course syllabi of our major courses and are a critical part of our capstone evaluation and assessment. The department also completed a crosswalk of sorts where various

capstone level SLO's intersect with the IUPUI+ or The Profiles. These are stored in the campus repository to which they were requested. Of course, you cannot read the below table, nor can I, yet it is direct evidence that we have completed this and it is on file at the campus level.

	Communicator				Problem Solver				Innovator				Community Contributor			
	Evaluate Information	Listen Actively	Guide Relationships	Convey Ideas Effectively	Think Critically	Collaborate	Analyze, Synthesize, Evaluate	Perceive	Investigate	Generate/Design	Collaborate/Challenge	Make Decisions	Guide Community	Respectfully Engage Others	Deliver Critically	Anticipate Consequences
More information: <a href="http://pui.k.iupui.edu">http://pui.k.iupui.edu</a>																
<b>Ex 801 : Capstone course (7 credit hours)</b>																
<b>KINE 12003</b>																
Discuss the general principles of exercise science concepts.	X								X							
Conduct health and fitness appraisal and clinical exercise			X								X					
Explain the electrocardiography, of logistics, patient management, pathophysiology and risk factors associated																
Demonstrate the ability to conduct exercise prescription and programming with participants / clients.						X										
Summarizing the basics of nutrition and weight management.				X						X						
Implement coaching skills to enhance exercise and health behaviors.			X			X										
Demonstrate the ability to injury prevention and emergency																
Develop program administration and outcomes assessment					X											X
Demonstrate use of practical skills (i.e., kinesiology or theory) to analyze and describe human movement								X			X					
Exhibit the essential skills to becoming effective professional exercise leaders												X	X	X		

### CAMPUS prompts on the Profiles

**For units that teach undergraduates, a discussion of progress to date on implementing the Profiles into teaching, learning, and assessment;**

<responses directly from faculty>

“My PLUS integration occurred pre-covid and was not affected by a transition to online learning. We had almost the exact classes that we had previously. What I was able to do was incorporate our kinesiology SLOs into a new class that I picked up this semester. I received feedback that the concepts we discussed in class were of use to students taking licensure exams.

Similarly, I integrated these prior to the big online shift. I shifted sections of a gen-ed class online and maintained the PLUS values in the class throughout the shift. I made sure to allow lots of flexibility so that students could learn online with whatever tools they had at their disposal.

I have also been integrating the PLUS with the KINE SLOs for a couple semesters now. Have we already or will we be asked to map out PLUS for all KINE courses?

I had already had them integrated into the syllabus and course.



I've also been working with these the last year, too. I know that I can use these more fully, but I am getting them into place.

No changes occurred with integration of PLUS after covid.

I also integrated PLUS prior to Covid. My classes did not seem affected by the 100% online environment. PLUS was integrated both in the syllabus and the assignments.

My PLUS integration also occurred pre-covid and was not affected by the transition to online learning.

Already implemented prior to Covid.

I had already integrated PLUS into my courses prior to 2020. They are included in my syllabi and my course schedule, listed alongside which course learning objectives my students will be meeting that week.

I began integrating the PLUS components to my classes prior to the COVID and I believe that this implementation has not been greatly influenced by the online format.

I implemented PLUS into my courses before COVID, and don't think it has been affected."

### **The impact of COVID and the resultant pivot to remote learning on assessment efforts from the perspective of a department chair**

Hopefully, we all recognize how disruptive and substantially difficult it was to maintain operations during the COVID pandemic; particularly the early onset. As department chair, I can state without hesitation and equivocation that everything changed regarding department function. For example, I took on new roles in auditing our departmental classroom spaces for "distanced capacities". For example, after a training with campus classroom and safety personnel I as chair of the Department of Kinesiology had to measure, put floor tape down, and re-calibrate all of our KINE classroom spaces. Here is the result of that:

<b>Room / Space</b>	<b>Distancing Capacity</b>
PE 150	~ 60 every 1/6 of the gym
PE 151	25
PE 155	26
Focus Room A (162)	4
Focus Room B (164)	4
Focus Room C (166)	4
Focus Room D (168)	5
Student Lounge (170)	8
PE 061	16
PE 066	16
PE 014	16
PE 015	16

Additionally, I was tasked with obtaining information about and the quantities in ordering the needed PPE we would need (face shields, gloves, gowns, cleaning supplies, etc.) to ensure our necessarily in-person LABS could continue. Again, to be clear, these were just two of the many

novel and time-consuming tasks that I had to achieve. Another task was to recode each and every course section to fit the nuances and expectations of the pandemic and the new delivery formats.

This is only to highlight the reality that we had to prioritize student facing, student serving, and essential functions of being an academic department during COVID. There were technical, logistical, and theoretical considerations that consumed hours and days during this pandemic. I was not able to “offload” that to other support personnel. These are important to note and document as they each, individually, can impact assessment efforts, but when taken together can overwhelm any administrative structure and limit its function to only essential tasks.

### **The impact of COVID and the resultant pivot to remote learning on assessment efforts from the perspective of department faculty**

I surveyed the 23 full-time department faculty, as prompted by the campus. Here is a sampling of responses. Please note, I obtained well over 12 pages of comments.

#### **1) An account of the impact of COVID-19 on assessment and plans for the future, including discussion of any efforts to assess the quality of students’ experiences of remote learning, and a reflection on what was learned from the unexpected transition to remote teaching, learning, and assessment;**

“The transition to online learning came with many challenges, first in the spring it was so swift and unplanned that I am 100 % sure kids were cheating on the online exams. Second, for the fall, I spent my own unpaid summer time preparing for this and used the respondus programs of test creating and then the monitoring and lock down browser to curb some of the cheating. While it was challenging to maneuver at times it seemed to curb some of the grade inflation. I also did a covid reflection paper to see what students felt about the semester. Most realized they didn't spend enough time in course work.”

“Prior to COVID I was teaching partly online and partly in the classroom. Overall, I would say that a good proportion of my students did not enjoy the online experience (this is likely a significant understatement). MANY said that their professors/instructors were MIA, or that they felt lonely in a class all by themselves. I teach two sessions of the same course - in one class they complained there wasn't enough interaction with their peers, in the other they complained that there was way too much interaction with their peers. In another class I teach I suspect there was a substantial amount of cheating on the exams - there is no way that the exam could reasonably be completed in 7 minutes. I can't prove it, though. What I learned the most from this experience is how differently people can interpret an assignment. I use one assignment every semester (the same assignment each time), and for the first time ever the students submitted the assignment with a completely different spin on what I was looking for; I had NEVER anticipated that they would think the assignment was something other than what I thought it was. This happened in two classes. What this taught me is that I have to think out of the box when I write my assignments. I've been told by students that I provide extremely detailed explanations, so I appears my wording needs to be adjusted. Students just didn't submit assignments; I feel like I “hounded” them to do the work. I completed the student engagement reports, I sent emails, I Zoomed, etc..... In one of my larger classes, I had to issue FN's to 12 students because they quit doing anything. I kept reaching out to no avail. They were stressed, depressed and anxious and felt like they had nowhere to turn for support. I did what I could..... If I ever move to fully online as an option, I'll consider it, but it will be hard to agree to.”

“While I put in a considerable amount of effort to make the two delivery options similar in difficulty/experience/assessment, it just simply didn’t work. I say this for two primary reasons: 1. I constantly felt like I was catering to the online individuals with extra meeting times, extra explanations, extra everything, which seemed to make it substantially easier for them, and 2. Despite all this effort, my written comments in evals seemed to show a clear discrepancy between the two groups of students. I cannot be 100% sure, but reading through the tea leaves, the in-person students seemed to love the class and my teaching style, while the online individuals had complaints about connectivity, accessibility, assignments- all things I repeatedly reached out about and tried to address. That said, my other two classes were in-person until the last three weeks and seemed to go great.—“

“In my opinion, Nutrition for Health can successfully be taught online and students can learn just as well about basic nutrition as they may in-person. The advantage of the class being online provides students the opportunity to utilize their time to do the work and learn about nutrition in a setting that they would after the class is complete. Good nutrition is vital for an entire lifetime and one component to students learning to know where to look for reliable information regarding nutrition, which discussions and videos can help with. For me the transition to online was good. I definitely learned a lot. I noticed that it was very difficult to get students to do any sort of live session so majority of the class would access a recorded lecture and would check in on an individual bases if they had questions. However, this issue could have been due to the small class size. For the future I would like to add more nutrition education tools that students can access and be aware of such as trackers, interactive recipes, cooking videos, etc. as continued education for someone who is not in a health major, online and eLearning platforms is where they will continue to look up information and learn about nutrition throughout their life.”

“I have taught on line before and found that by participating in several of the offerings (including individual consultations) of the Center for Teaching and Learning that I was able to develop better strategies for engaging students. Course evaluations confirmed that my efforts paid off. I have been enjoying teaching online and like the challenge of connecting with students. I am developing new strategies for spring classes and am excited to see how everything unfolds.”

**3) A description of your unit’s process for identifying, developing or redesigning experiences for inclusion in the Record. These emphases can be addressed in separate sections of your PRAC report or can be combined with regular report sections, as long as they are set off by a heading or other clear indication that enables the reader to identify where each emphasis is addressed.**

“I teach two courses that have experiences approved in the record. The shift to online did not allow for one of the experiences, but it did allow for the other. In terms of identifying, developing, or redesigning experiences, this might be a good topic for the KINE curriculum council to discuss. As a side note, it’s quite cumbersome to enter each student’s record experience.

Our KINE L135 courses are on the Record, but because of COVID, we did not participate in our service-learning project this fall. Also, our relationship with the Monumental Marathon no longer exists, so moving forward, if we want this course to stay on the Record, we need to investigate other service-learning opportunities.

I have submitted N220 to be included in the Record for 2021, as I have implemented a virtual exchange opportunity with Newcastle University. It should be approved soon and will take place in the fall semester 2021.

The PARCS program student employee's experience is on the Record. Their experience changed slightly for a few months, but has gone back to normal. I agree, it is time consuming to enter each student's experience, and I only have about 10 students to enter. I couldn't imagine having 50+.

### **Overview of key assessment findings from 2020-2021**

There were many observations and findings from the formal and informal assessments over the last academic year, following are a few key ones that the department has initiated action on.

A. First, as it pertains to the SLOs, the top area of concern for the ExSci/FMPT and the PETE programs were the following two SLOs, respectively:

- (9) Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
- (7) Employ practical skills (i.e., technology or theory) to analyze and describe human movement.

To pre-empt any concerns, while these read similar they were constructed from two separate national associations, the ACSM and the NASPE. Obviously, for Kinesiology as a discipline the commonality here is quantitative reasoning; which again is logical. For our curriculum, this can be mapped back to our *Biomechanics*-based courses. Unsurprisingly, the focused need of Math competence in those classes is clear.

### **Targeted areas for improvement**

In light of the above, the department has collaborated with the campus in harvesting data on our majors and the impact of the Math pre-requisite for each program, and the resultant grade in the respective Biomechanics course. We are trying to determine the following: (a) is there any bias in the pre-requisite (b) is there a correlation or association with grade earned in the pre-requisite and the resultant grade in the respective Biomechanics course (c) is there a difference between groups of students who achieve the pre-requisite outside IUPUI (i.e., transfers or those that take it at another institute) and the resultant grade in the respective Biomechanics class and (d) is the current pre-requisite adequate and serving the intended function. We anticipate completing this project by the end of the Spring 2022. Then, it will be brought to the faculty for discussion and possible action.

B. Second, the shift to remote learning illuminated to us, that we should strive to keep our classes, or at least the majority of our classes, in-person. This is especially true for the LAB-portion of our classes; even more so than the LEC-portion of our classes. Based on the results of our faculty survey, it is also fairly convincing that we should enhance and improve our on-line supports within the structure of our in-person courses and we should remain nimble and flexible with students to ensure we are meeting them where they are

at. This could and should include innovating our on-line presence as appropriate with each course of the curriculum to maximize their engagement and success.

### **Targeted areas for improvement**

We as a faculty, as appropriate and feasible, have dedicated resources, effort, and time to: (a) provide content on-line either as a supplement or replacement to in-person content delivery in the event students miss class; regardless of if it is COVID related. There are equally compelling reasons why students miss class, COVID ought not supersede any of those (b) return courses to nearly 98% of the formats that we delivered prior to COVID or otherwise known as Fall 2019 levels. This has taken much deliberation, discussion, caution, and implementation of many practices of care, but we feel confident in our progression to date.

- C. Third, based on the faculty survey, we will continue with our course alignment, delivery, and assessment of the associated Profile as mapped in the landmark courses.

### **Targeted areas for improvement**

With a hiring freeze we do not need to focus on onboarding new faculty, yet, as chair I will strive to include and empower adjunct faculty whom may teach courses mapped to the Profiles to ensure they are secure in this. Yet, this area is labeled as “maintain”.

- D. Fourth, similarly, our department is appropriately proficient and engaged with the Record in a manner that serves students and is sustainable regarding faculty effort and workload.

### **Targeted areas for improvement**

I will continue to surveil our curriculum offerings and mentor / support faculty whom should be engaging in the Record to do so. This area is also labeled as “maintain”.

### **Looking ahead to the 2021-2022 assessment cycle**

Given the size of our faculty and the necessary and disparate scope of work, the following are global goals and are not representative of any unanimous or codified departmental belief. At this moment in time, our intention is to continue our growth mindset in all areas of our work, but paying particular attention to:

- (1) Our ePortfolio project. While we have become campus and national leaders on a department-wide ePortfolio implementation, as we have multiple publications, presentations, invitations, and faculty appointments, we do feel there are plenty of opportunities to increase touch points and student development.
- (2) HIPs overall. As noted above while the department delivers on 8 of the 11 high impact practices, and in a manner that is highly effective, it is recognized with adjunct faculty turnover, or when situations like COVID come into play they can be understandably

disrupted. The intention is to revisit the prior best practices and see what department supports can be given to ensure we are maintaining the established HIPs as we move into the “endemic” portion of COVID. It is likely we will not move into or toward hosting all 11 HIPs, that does not seem workable or relevant to us.

- (3) The Math pre-requisite project. As time allows, we will have department-wide discussion, and possible action, on how to best set up students to succeed in regard to the upper-level Biomechanics courses.
- (4) Internship / Student Teaching assessments. Per usual, we will investigate and discuss any external stakeholder observations about our senior level interns that could be impacted by our curricular or co-curricular offerings. These mentor assessments have been used annually in this way to verify that what we do is working or reveal to us the opportunities we have to improve and enhance what we do. This unique time in COVID has challenged us in many ways, and as we are able to place students with in-person sites again, this will be a solid point of recalibration. To see if, and in what ways, industry has changed due to COVID and see how we may align with those changes will be an ongoing priority for us in short and long-term future.

**Example Assessment / Scoring Tool: Internship final evaluation**

**\*This is sent as an editable PDF for submission online\***

**To be completed by Internship Site Supervisor**

**DUE DATE** \_\_\_\_\_

<b>Final Evaluation of Internship IUPUI Department of Kinesiology</b>
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**I. GENERAL INFORMATION**

Intern's Name \_\_\_\_\_ Today's Date \_\_\_\_\_

Internship \_\_\_\_\_ Site \_\_\_\_\_

\_\_\_\_\_ Please

describe the nature of the student's work assignment for the current semester:

**II. PROFESSIONAL DEVELOPMENT**

A. PERSONAL CHARACTERISTICS that will help or hinder the student's professional development. Consider such categories as: business maturity, personal appearance and habits, authority acceptance, self-reliance, physical fitness, dependability, desire for self-improvement, adaptability, leadership abilities, enthusiasm, honesty, acceptance of constructive criticism, and willingness to adjust self-interest to group interests. (Other applicable characteristics may be added by the rater). (If you feel a narrative is needed to explain details, please provide an additional page(s).)

Strengths	Areas to Develop
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**B. PROFESSIONAL GROWTH AND DEVELOPMENT**

1. Briefly describe professional growth and development you have observed in this intern.
  
  
  
2. What suggestions do you have for the student to increase his/her value to the organization and to further his/her professional development?

Please Check	(5)	(4)	(3)	(2)	(1)
OVERALL	Outstanding Unsatisfactory	Very Good	Satisfactory	Poor	

STUDENT PERFORMANCE					
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**III. POSITION PERFORMANCE**

A. POSITION PERFORMANCE: Check the box that best describes the intern's performance.

Categories based on IUPUI+ (PLUS - Profiles of Learning for Undergraduate Success: IUPUI+)	Strongly Agree -----	Agree -----	Disagree -----	Strongly Disagree -----	Not Applicable -----
<b><u>COMMUNICATOR</u></b>					
Is able to evaluate and interpret the logic, validity and relevance of information to solve challenges.	__4	__3	__2	1	0
Shows empathy and understanding when listening to others (including supervisors/patients/clients/etc.) while reflecting upon/utilizing that information to improve performance.	__4	__3	__2	__1	0

Shows openness to new ideas and experiences while devising multiple options before deciding upon a final solution.	__4	__3	__2	__1	0
Conveys ideas both in written and oral communications using proper grammar effectively.	__4	__3	__2	__1	__0
<b><u>PROBLEM SOLVER</u></b>					
Demonstrates an adequate depth of knowledge in fitness/wellness/exercise topics while demonstrating	__4	__3	__2	__1	__0
Is direct/assertive in relationships and interactions when collaborating with others.	__4	__3	__2	__1	__0
Analyzes, synthesizes and evaluates the logic, validity and relevance of information while formulating a solution to solve the problem/situation at hand.	__4	__3	__2	__1	__0
Reflects upon/evaluates own performance while analyzing/evaluating information to develop and execute goaldirected plans.	__4	__3	__2	__1	__0
<b><u>INNOVATOR</u></b>					
Researches both theory and practice to present accurate and up-to-date information in the areas of fitness/wellness/exercises.	__4	__3	__2	__1	__0
Demonstrates the use of many areas of their academic background (math, research skills, analysis/evaluation of information, etc.) to design/create solutions of challenges at hand.	__4	__3	__2	__1	__0
Integrates concepts of learning from both theory and practice, utilizes mentoring from supervisors and demonstrates an attitude of respect and sensitivity while confronting the challenges in creating a solution.	__4	__3	__2	__1	__0
Is direct and assertive in using all of the skills of analysis, evaluation and interpretation to develop and execute goal-directed plans.	__4	__3	__2	__1	__0
<b><u>COMMUNITY CONTRIBUTOR</u></b>					
Demonstrates strategies to facilitate positive interactions among diverse opinions.	__4	__3	__2	__1	__0
Responds with respect and sensitivity to diverse populations.	__4	__3	__2	__1	__0
Is accurate and thorough in performing assignments while showing an understanding of professional, ethical and legal standards and regulations.	__4	__3	__2	__1	__0
Demonstrates an understanding of professionalism through such items as: time management, work efficiency, taking initiative, appropriate attire in the work setting and professional manners/behaviors when dealing with everyone (patients, clients, co-workers). Understands consequences could occur if the intern does not demonstrate the above.	__4	__3	__2	__1	__0



**IV. PROGRAM EVALUATION**

1. How effective has the IUPUI Kinesiology Internship Program been in meeting the needs of your organization?
  
  
  
  
  
  
  
  
  
  
2. Please suggest ways you feel we could make our program more meaningful to the student and to you, the internship host site.
  
  
  
  
  
  
  
  
  
  
3. Please comment on the appropriateness of the intern's academic training as it related to the internship position in your organization.

**Printed** Name of Supervisor Completing This Form \_\_\_\_\_

**Signature** of Supervisor Completing This Form \_\_\_\_\_

Title/Department: \_\_\_\_\_ Email: \_\_\_\_\_  
Date: \_\_\_\_\_

On what date did you discuss this evaluation with the intern: \_\_\_\_\_

Provide a copy of this report to the student/intern for his/her internship portfolio.

Mail or FAX a copy to: Mr. Jay A. Bradley  
Department of Kinesiology  
Director of Internship Programs  
Indiana University Purdue University Indianapolis  
901 West New York Street  
Indianapolis, IN 46202-5193  
(317) 274-0617

FAX: (317) 278-2041

Email:

irbq100@iupui.edu 7/22/2020

**PURPOSE:**

The Professional Practice Program of the Indiana University system extends the student's education beyond classroom teaching and curriculum by providing work assignments in direct association with senior members of the profession. The person who supervises the student has the serious responsibility of reporting to the individual his/her performance level, limitations, potential, and developmental needs. The professional practice employer thus cooperates with the counselor in planning the student's program and providing counsel in connection with his/her professional career objectives. This communication is essential for the development of individual talent and the continual upgrading of performance. This evaluation will be used for counseling purposes.