Annual Program Review and Assessment Committee (PRAC) Report Spring '22 – Fall '22

Department of Kinesiology

<u>Introduction</u>

The Department of Kinesiology offers degrees at the BS, MS, and PhD levels. It is important to Note, at the conclusion of AY '22 this PhD concluded its 4th year of operation and the end of year 5 was the target for the inaugural class to graduate. The undergraduate program is by far the largest enrolled as it comprises roughly 97% 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.

<u>Undergraduate Student Learning Outcomes in our academic programs</u>.

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 exercise/physical activity 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. It is important to note that there are new standards being anticipated that will likely motivate the program to review the current SLO's during the '23 or '24 AY. Regardless:

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 PhD in Exercise Science and Master of Science in Kinesiology (MSK), include students being 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, to various stakeholders, the essential content of the field of Kinesiology;
3. Think critically and creatively to evaluate literature in the field of Kinesiology;
4. Apply ethics within their graduate and professional work.

Students earning a **PhD in ExSci** must also 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, within the discipline, on 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; in fact, for our ExSci/FMPT majors there are two internships P443 (internal) and P393 (external).
(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; staring in the first year through to the senior year courses; some examples include: i.e., Motor Activity Clinic, Ability Fitness Clinic, INShape Fitness Programs, Legacy Center, multiple Campus-Community Partnerships with K-12 schools, Live Laugh Dance.
(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 team's 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 = Identify the general principles of exercise science concepts.
SLO 2 = Conduct health and fitness appraisals and clinical exercise testing.
SLO 3 = Describe the key electrocardiography, diagnostic, patient management, medication, pathophysiology and risk factors associated with exercise and clinical exercise testing.
SLO 4 = Develop prescription and programming for clients.
SLO 5 = Explain the essentials of nutrition and weight management.
SLO 6 = Apply basic human behavior principles and counseling skills as it applies to strategies of enhancing exercise and health behaviors.
SLO 7 = Demonstrate safety, injury prevention and emergency procedures in various physical activity settings.
SLO 8 = Be able to list key program administration goals and outcomes assessment for exercise testing and programming.
SLO 9 = Employ practical skills (i.e., technology-based, quantitative, or qualitative) to analyze and describe human movement.
SLO 10 = Demonstrate dispositions essential to becoming effective professionals

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10
Core Courses										
H160		x					x			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 = Apply discipline specific and theoretical concepts when developing physically educated individuals.

SLO 2 = Demonstrate competent movement and health enhancing fitness skills.

SLO 3 = Implement developmentally appropriate learning experiences to address the diverse needs of all students.

SLO 4 = Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

SLO 5 = Utilize assessments and reflection to foster student learning and make informed instructional decisions.

SLO 6 = Demonstrate dispositions essential to becoming effective professionals.

SLO 7 = Employ practical skills (i.e., technology or theory) to analyze and describe human movement.

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
Core Courses							
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	x		
P246		x	x	x	x		
P224		x		x	x		

P258			x	x	x	x	
P290			x	x	x		
P390/495	x				x	x	x
P397							x
P398	x		x	x	x	x	x
P493						x	
P497	x		x		x	x	

Department Mission and Culture statements

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 *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 these 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, across 3 BS programs, 1 MSK, 1 PhD, an elective program, the FN suite of courses, and GenEd course work which equates to supervising ~60 faculty, ~12 graduate teaching assistants, multiple facilities, labs, and classroom spaces; and this does not include other time intensive administrative responsibilities.

At the time of this report last year the chair, finally, did have administrative support at a 1.0 FTE level; however, the department is not immune nor impervious of the challenges of staffing and that particular administrative assistant took a different position within the school. Currently, the departmental administrative support personnel is in transition and being on boarded. It is essential to acknowledge the transition of administrative support staff to a department and the subsequent processes of recruiting, hiring, and then onboarding as each phase takes time and

effort which directly impacts certain aspects of departmental work; such as creating and construction this PRAC report.

For the Spring '22 – Fall '22 reporting cycle below are the summary tables of SLO achievement. Please note I do 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. We are in a continuous cycle of improvement, per instructor, typically by data informed decision making.

ExSci / FMPT summary Table						
Learning Outcome	Total students assessed	Level 5	Level 4	Level 3	Level 2	Level 1
1	265	110 (41.5%)	67 (25%)	46 (17%)	23 (9%)	7 (3%)
2	63	27 (43%)	18 (29%)	16 (25%)	0 (0%)	2 (3%)
3	34	6 (18%)	13 (38%)	4 (12%)	6 (18%)	5 (14%)
4	148	86 (58%)	43 (29%)	15 (10)	0 (0%)	4 (2%)
5	162	21 (13%)	58 (36%)	59 (36%)	18 (11%)	6 (3%)
6	40	35 (88%)	5 (12%)	0	0	0
7	33	2 (6%)	16 (48%)	10 (30%)	5 (15%)	0
8	-	-	-	-	-	-
9	96	24 (25%)	29 (30%)	27 (28%)	8 (8%)	8 (8%)
10	75	42 (56%)	19 (25%)	6 (8%)	6 (8%)	2 (2.5%

PETE summary table						
Learning Outcome	Total students assessed	Level 5	Level 4	Level 3	Level 2	Level 1
1	16	11 (69%)	2 (12.5%)	2 (12.5%)	1 (6%)	0
2	-	-	-	-	-	-
3	23	17 (74%)	5 (22%)	0	1 (4%)	0
4	24	12 (50%)	8 (33.3%)	3 (12.5%)	0	1 (4%)
5	12	2 (17%)	8 (67%)	2 (17%)	0	0
6	46	21 (46%)	18 (39%)	3 (7%)	4 (8%)	0
7	14	3 (21%)	6 (43%)	5 (36%)	0	0

IUPUI+ or The Profiles

The department highly values and implements the IUPUI+ / The Profiles. 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. Like the campus, we also struggle with how to best collective, analyze, and prioritize the many forms of data that are available or asked of us. These include:

 (1) Course objectives;

 (2) Student Learning Outcomes per program;

 (3) General Education outcomes via signature assignment data;

 (4) IUPUI+ / Profiles;

Additionally, there are opportunities to express student achievement in those spaces in the forms of:

 (1) Grades;

 (2) Artifacts via an ePortfolio;

 (3) The Record;

At times it seems we are either being duplicative or unnecessarily unwieldy in trying to manage and express data. All the while, this is being balanced with the reality of a major campus restructure and split from Purdue so that IUPUI will morph into IUI. Taken together with us coming off of a pandemic, being reminded weekly of the infamous "enrollment cliff", and facing a highly uncertain and unclear future, we should all strive to unify and create a seamless thread of assessment opportunities rather than a fragmented set of activities that addresses disparate outcomes or groups of stakeholders.

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

As evidenced by last year's PRAC report from KINE, I survey, communicate, and ask faculty regularly about their intentions and fidelity to which we implement IUPUI+ / PLUS. However, it seems to vary in the level of emphasis and priority from the campus. If this is not highly visible and reinforced by the campus, it becomes a bit hard to maintain this as a priority as a department. I think the faculty of KINE is as bought in of the notion of IUPUI+/PLUS as we can be, however it is not like the essence of this is easily translated to everyday university life nor is it highlighted, celebrated, or fully embraced by students. We have such a rich and robust

curriculum with, again, 8 of the 10 HIPs being expressed in our curriculum that each faculty has the right to find the essential elements that promote student engagement and active learning and as a discipline we in Kinesiology are doing just that using various forms of best practices and campus-based priorities.

Impact of COVID

As chair, what has emerged this year most clearly is that our GenEd courses and upper-level *elective* classes (not hosting an associated LAB) are considerably more popular in their Online format versus the Face-to-Face analog. In fact, there are two sets of our "Health-based" courses that I have shifted to almost exclusive Online formats. Now, please note, we as a department are back to about 96% of the course delivery formats pre-Covid, but the two health courses (with multiple sections) are notably more popular with the IUPUI non-majors enrolled Online versus in-person. As a matter of function and responsible leadership, I must pay attention to these "trends" or "new normal realities" and act accordingly.

Overview of key assessment findings from Spring '22 – Fall '22

(1) **Based on our departmental SLO assessment efforts, each program had an SLO that was not assessed**. This is not a huge deal as in the past I would rotate SLO's to be assessed from year to year, anyway. However, at that it was hard to truly see if any trends were emerging if we only saw data on an SLO every 3 years. To reduce this, I restarted an annual schedule of assessment for each SLO. To be clear, I have not investigated this oversight. It could be that a new faculty taught the courses, and this was overlooked, it could be that an adjunct was brought on to teach the course, or that a GA was assigned the course. Or none of the above. I will investigate this but am not overly concerned.

(2) **For the ExSci/FMPT track,** SLO #3 had the highest percentage of students not attaining minimally acceptable achievement. Yet, this is not surprising as this is a highly technical

and content nuanced learning outcome, and from conversations with the instructors of the course, there are no notable points or consistent elements of concern. It is a tough course and not all students are inclined to continue in this sub-profession of Kinesiology.

(3) **For the PETE track,** SLO #6 had the highest percentage of students not attaining minimally acceptable achievement. This is somewhat concerning as having a professional disposition is a hallmark of our graduates, yet it could be that the primary assessors of this were within the 100- and 200 level courses of the curriculum and typically those that want to go into teaching primarily, at the start, want to coach and see teaching as a route to go into coaching. We have learned that it usually takes a few semesters to temper that mindset and show those students that teaching will be their prime responsibility and there is high carry over from exemplar teachers into successful coaches.

(4) **New programs and certificates**. This past academic year has motivated us to explore intra-school collaborative opportunities to create new certificates and programs and also to reach out across campus for similar reasons. Enrollment data and trends have been the prime driver behind these exploratory conversations.

(5) **HIPs;** we continually seek ways to engage more deeply with each HIP we utilize. Certainly, there are various taxonomies for the HIPs and for some we are at the cursory level, for others we are at the competent level, and for others we are at the exemplar level. But we lean into the growth mindset and seek continual improvement.

(6) **I continue to surveil our curriculum offerings and meet with full-time and adjunct faculty** to ensure we are utilizing best practices and maintaining best practices and student-centered instructional techniques.

Looking ahead to the Spring '23 and Fall '23 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) **Opportunities for new programs, certificates, and courses**. We strive to ensure Kinesiology is staying current and true to our mission on innovation.

(2) **Respecting the essence of the General Education expectations** and our inclusion into the campus options for General Education (we have 5 courses(?)).

(3) **Maintaining a presence, nationally, with respect to the organizations that shape our SLO's with those being the ACSM and SHAPEAmerica** (NASPE, stemmed from here). This will ensure our students are being trained in full alignment for industry expectations on knowledge, skills, and disposition.

(4) **Using information and data from our community partners, internship placement sites, alumni, and other external stakeholders** to ensure our curriculum is relevant and that our graduates are prepared to enter the workforce, graduate school, or professional schools and be contributing and successful.

NOTE: We collect data and have conversations regularly with these stakeholders (in #4 above), but the information we glean or data we collect is not always presented to us in format for easy inclusion on this report.