



**Annual Assessment Report  
For Undergraduate & Graduate Degree Programs  
AY 2007-08**

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Name of Program: Kinesiology College: CoAS

Prepared by: Kara A. Witzke/Todd A. Astorino Date: 5/15/08  
*Department Chair/Program Coordinator*

Email Address: kwitzke@csusm.edu Extension: -7355

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**PART A (Required by May 22, 2008 – last day of Spring semester)**

- 1) **Please describe the student learning outcomes you focused on for assessment this year, the assessment activities you used to measure student learning in these areas, and the results of your assessments. Please also comment on the significance of your results.**

Student learning outcomes (SLOs) focused upon included...

**A. KINE 326 Introduction to Exercise Physiology**

- 1) demonstrating mastery of various laboratory skills
- 2) understanding fundamental content in Exercise Physiology
- 3) understanding/applying appropriate statistical and measurement-related techniques in kinesiology

These were examined via a laboratory competency exam, various exams and quizzes, and the group research project, with competency = scores > 70 %.

Results for student assessment for this class were...

- 1) 81.9 %
- 2) 78.5 %
- 3) 88.3 %

Significance: It seems that students are adequately attaining the learning outcomes established in this class. As I modify the course in the future to greater engage students in the learning process, it will be interesting to see if student mastery of these outcomes is altered.

**B. KINE 336 Exercise Nutrition**

- 1) knowing the relationship between diet and health

This was assessed via student performance on their 7-day dietary recall as well as a group project concerning a specific ergogenic aid (a product that has been claimed to enhance performance).

Results for student assessment of this class were...

- 1) 90.7 (dietary recall) and 85.6 % (ergogenic aid project), respectively.

Significance: This result emphasizes that students are satisfying the outcomes established in this class. I will add that students often comment that the dietary recall is the most worthwhile assignment in the class, as it requires them to critically analyze the content of their diet.

### **C. KINE 306: Exercise, Fitness, and Health**

- 1) understanding fundamental health-related content in Exercise Physiology

This was assessed through student performance on three exams given throughout the course.

Results for student assessment of this class were...

- 1) 80.85 %

Significance: This result emphasizes that students are satisfying the outcomes established in this class. The fact that students are demonstrating adequate performance is even more impressive considering that over 50 % of the students enrolled in this class are non-majors. This suggests that the course is taught at a level that is fair for students that lack a background in science, yet is still comprehensive enough to be challenging for the typical Kinesiology student.

- 2) **How did your program utilize any resources provided for assessment this year? Please attach a budget with specifics.**

Dr. Astorino received a stipend of \$1,500.00 in spring 2008. Drs. Witzke and Astorino met to discuss how to optimize and implement assessment in the near future, especially with the hiring of additional tenure-track faculty in fall 2008. Based on strategies developed in this meeting, Dr. Astorino will spend time in the coming weeks to create improved active learning opportunities for students in his classes, as well as strategies to disseminate this process to faculty throughout the Department.

- 3) **As a result of your assessment findings, what changes at either the course- or program-level are being made and/or proposed in order to improve student learning? Please articulate how your assessment findings suggest the need for any proposed changes.**

We as a faculty are pleased with these findings, but know that there is still room for improvement. Below are changes that we hope to make in the near future:

#### **KINE 326**

- 1) require additional laboratory time of students, in which they recruit their peers and gain additional practice of fundamental techniques including heart rate, blood pressure, and body composition. Mastering these skills is important, as they are needed to succeed in the future.

- 2) implement anonymous surveys to students, requesting them to express their attitudes and opinions of the magnitude of their learning in both lecture and lab as the class proceeds.
- 3) since active learning has been shown to improve student performance on exams, it is my goal to incorporate greater student engagement in lecture in the form of 'broken' lectures and active reviews.

**KINE 336**

- 1) increase use of portion size models in my pedagogy related to weight control. The Department maintains food models for most commonly-ingested foods, which would better establish what a 'serving' truly is.
- 2) implement anonymous surveys to students, requesting them to express their attitudes and opinions of the magnitude of their learning as the class proceeds.
- 3) increase use of media including DVDs and federal government websites to disseminate content in a more interactive fashion.

**KINE 306**

- 1) since the composition of this course has changed to a majority of non-majors, we will need to revisit the applicability of this class for Kinesiology majors. Perhaps a more science-based course in Exercise and Health could be developed to offer our students, with this class remaining in its current form as a GE offering to students across campus?
- 2) implement anonymous surveys to students, requesting them to express their attitudes and opinions of the magnitude of their learning as the class proceeds.

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**PART B Planning for Assessment in 2008-009**

(Required by Friday, September 19, 2008;

May be submitted earlier for Expedited Funding Decision)

- 4) **Please identify one or two student learning outcomes that your program will focus on for assessment next year.**

It is our goal to focus on the following SLOs in the upcoming year:

**KINE 403 Measurement and Evaluation in Kinesiology**

- 1) understanding/applying appropriate statistical and measurement-related techniques in kinesiology

This 'benchmark' class taken by all majors offers content related to Measurement and Evaluation, and is typically taken in the last year of the Program. Students are also introduced to basic descriptive and inferential statistics. Much of what is learned in this class can be applied to other upper-division courses including KINE 326, 406, and 426, so it is critical that students understand these key concepts. In addition, students will need to master these measurement and evaluation techniques to succeed in their chosen career, irrespective of its specific day-to-day demands.

**KINE 300 Biomechanics**

- 1) analyzing motor skills

Assessment in this class is key with the arrival of a new Biomechanics faculty member, who will spearhead the modification of this class to best fit the needs of our students. This class is taken by all Kinesiology majors, and provides critical content needed by students seeking to enter careers in Personal/Athletic Training, Strength and Conditioning, and Physical/Occupational Therapy. Feedback received from current students in the class denotes inadequate laboratory opportunities, so this is one area that requires improvement. I know that students learn more when they are actively engaged, and especially when they are given 'open-ended' opportunities for exploration that can be part of inquiry in lab.

5) **What specific assessment activities will you conduct next year in order to measure program student learning in these areas**

**KINE 403**

It is expected that scores on various exams as well as the research project will be used to gauge student understanding of SLOs in this class.

**KINE 300**

It is expected that scores on various exams, lab reports, as well as the research project will be used to gauge student understanding of SLOs in this class.

6) **What new or additional resources/support might your program need in order to conduct these assessment activities next year? (Please provide specific information regarding your needs and related costs)**

We are requesting a faculty stipend equal to \$1,500.00 for Dr. Todd Astorino, who will meet with Drs. Witzke (KINE 403) and Nessler (KINE 300) to assist with and monitor assessment in these courses, and initiate analysis of student performance from these courses. Furthermore, Dr. Astorino will initiate modifications to our existing SLO document to include SLOs for Pedagogy courses (KINE 400 – 402) as well as new outcomes for KINE 300, as it will be revised with the arrival of a new tenure-track Professor. Lastly, since he will be incorporating more active learning experiences in his KINE 326 course, it is merited to continue to examine student mastery of SLOs for this class in the future.