

**CALIFORNIA STATE UNIVERSITY, CHICO**  
**ANNUAL PROGRAM ASSESSMENT REPORT**

*Save your Report with the following file name: APAR-22-23-Dept OR Program Name, for example APAR-22-23-CMST*

Date: July 1<sup>st</sup> 2022\_\_\_\_\_

**Due: 9/30/20XX**

**I. Assessment of Program Level Student Learning Outcomes (SLOs)**

**1. Program Name: MA Kinesiology**

**2. Program Level Student Learning Outcomes:**

<b>Graduate Student Learning Outcomes</b>
<ol style="list-style-type: none"> <li>1. <b>Demonstrate knowledge of basic principles and an understanding of the current research in the field of Kinesiology;</b></li> <li>2. Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions;</li> <li>3. Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement;</li> <li>4. Develop a sense of responsibility to and for the profession and be professionally involved at the local, state and/or regional levels;</li> <li>5. Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiology principles and practices.</li> </ol>

**3. Course Alignment Matrix:**

Course #	Title	SL O 1	SL O 2	SL O 3	SL O 4	SL O 5
KINE 600	Seminar in Physical Education	I/P	I/P	I/P	I/P	I/P
KINE 601	Statistical Methods in Kinesiology Research	P	P	P/ M	P	P
KINE 602	Research Design in Kinesiology	P	P/ M	P/ M	P	P
KINE 605	Sociological and Cultural Perspectives in PE	P	P	P	M	P
KINE 606	Seminar in Psychological Foundations in PE	P	P	P	P	P
KINE 607	Seminar in Philosophy of Physical Education	P	P	P	P	P
KINE 611	Administration of Sport & Exercise Programs	P	P	P	M	M
KINE 617	Fieldwork in Adapted Physical Education	P	P	NA	M	M
KINE 621	Research on Teaching & Learning in PE	M	P	P	P	P
KINE 622	Adapted Program Implementation	P	P	P	M	P
KINE 624	Biomechanical Analysis	P/M	P	M	P	P
KINE 625	Seminar in Biomechanics of Sports Techniques	P	P	P	P	P
KINE 661	Current Trends & problems in Physical Education	P	P	P	M	P
KINE 678	Exercise & Aging	P	P	P	P	P
KINE 679	Advanced Exercise Physiology	M	M	M	P	P
KINE 680	Seminar in Environmental Physiology	P	P	P	P	P
KINE 681	Exercise Management-Chronic Disease	P	P	P	P	P

KINE 682	Exercise Cardiology	P	P	P	P	P
KINE 683	Bioenergetics	P	P	P	P	P
KINE 689	Practicum in Athletic Training	P	P	P	M	M
KINE 690	Seminar in Athletic Training Education	M	M	M	P	P
KINE 699P/T	Masters Project/Thesis	M	M	M	M	M

**4. Closing the Loop: Departmental or College Discussions/Feedback:**

Annual assessment was paused last year due to COVID, therefore no assessment results from last year are available for review. The last assessment results for this program (2018-19) indicated:

- Graduation and Retention Rates are consistently higher than the university average for all graduate programs
- Equity Gaps do exist, particularly for Underrepresented Minority students. KINE URM students, however, on average perform better than the university averages
- Equity Gap for First-Generation students was very low (less than 1%)
- KINE female students graduate sooner than male students and do not experience Equity Gaps

How were assessment results shared with the departmental faculty? Please summarize and/or provide the results of this sharing or discussion?

Assessment results were discussed in both KINE Graduate committee meeting and department meetings. Overall, results were well received as they indicated positive results when examining graduation/retention rates and equity caps (especially first-generation). Further, while results indicated that equity gaps for underrepresented minority students do exist, KINE URM students, on average, perform better than university averages

Assessment results were provided to the college dean’s office. While preliminary conversations with the associate dean significantly impacted presentation of assessment results, no formal feedback was provided regarding final report submissions.

**5. Closing the Loop: Programmatic Actions:**

What has the program done to implement the planned program improvement actions from the last annual assessment report or from previous assessment reports? What is left to do and how/will it be accomplished?

Because results were overwhelmingly positive, no immediate action(s) were identified. To monitor progress, it was agreed to continue to review variable (i.e., graduation rates, retention, and equity gaps on an ongoing basis.

**6. What is your current Assessment Plan?**

What SLOs have been assessed (since last 5 year review) and which SLOs are planned to be assessed in next 2-3 years. The plan may alter over time, but what is the plan at this time?

Since last 5 yr review:

- 2018-19 – all SLO’s assessed (variables: graduation rates, retention, equity gaps)
- 2016-17 – communication (#5: Be prepared to engage in informed dialogue with diverse professional and lay communities regarding kinesiology principles and practices)
- 2015-16 – professionalism and ethics (#4: Develop a sense of responsibility to and for the profession and be professionally involved at the local, state and/or regional levels)

### Next 2-3 years:

- 2022-23 – critical thinking (#2: Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions)
- 2023-24 – scientific method (#3: Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement)

### **7. Learning Outcome(s) Assessed:**

#### **Which learning outcome(s) was or were assessed this year?**

#1: Demonstrate knowledge of basic principles and an understanding of the current research in the field of Kinesiology;

### **6. Artifact Components (assignments, rubric, and benchmark):**

#### **Describe the components of your artifact:**

##### **a. What artifact(s) did you assess and for what course(s)?**

- The comprehensive exam taken by Kinesiology MA candidates in their final semester in one of several culminating activity options. This exam (~10 hours in total) takes place over two days and represents the following exam portions:
  - Content Area Exam Component Rubric
  - Reading and Understanding Research Exam Component Rubric
  - Statistical Methods in Kinesiology Research Exam Component Rubric
  - Research Design in Kinesiology Exam Component Rubric
- The Content Area Exam portion of the exam will be the focus of this report. This exam takes place on the second day of testing. Students are provided a questions or questions written by their committee focusing on one or more content areas within the field of Kinesiology. To prepare, students work collaboratively with their committee to negotiate 20 research articles on a given topic. Students are expected to critically examine the articles and synthesize their findings to answer the question(s) posed.

##### **b. Why was/were this/these artifact(s) chosen and how many?**

- a. Artifacts selected as they represent the required components of the KINE comprehensive exam. This exam represents the capstone assessment of MA candidates and represents a comprehensive assessment of their knowledge of basic principles and mastery of the current research in the field of Kinesiology

##### **c. Who evaluated the artifact(s) and how?**

- a. Artifacts were assessed by members of the Kinesiology graduate committee. Pairs assessed each student's performance using the department approved rubric; first independently and then collectively to make final assessment. Discrepancies between assessors were discussed until consensus was achieved. Faculty assessors included:
  - i. Content Area Exam (vary by committee but constituted at least two tenure/tenure track Kinesiology faculty experts)

##### **d. Was a rubric used?**

- a. Department approved rubric was used (see appendices)

##### **e. What benchmark was chosen to demonstrate proficiency?**

- a. Successful completion of each exam component is indicated by a minimum of acceptable on all rubric categories. Each rubric criterion receives a corresponding rating (unacceptable, acceptable, exemplary)

### **7. Assessment Results:**

Please describe/report outcomes of assessment. How well did students perform on the task? What percentage of students met the benchmark? Were there significant differences in the ratings of the evaluators? If so, what might

account for these differences? If students met the benchmark, what do they appear to be doing well and why? If students did not meet the benchmark, what are some possible reasons? You may use the table below to report results, adapting the table as necessary, but you should also provide a narrative describing and analyzing the assessment results.

**Table 1. Percent of Students Meeting Benchmark**

Student Learning Outcome	Sample and Sample Size	Percent of Students Meeting Benchmark (Pass Rate)
Content Area Portion	Sp22 - (6 students)	66.67% (4/6)
	F21 - (2 students)	100% (2/2)
	Sp21 - (3 students)	100% (3/3)
	F20 - (6 students)	66.67% (4/6)
<b>Totals</b>	<b>17 students</b>	<b>76.47% (13/17)</b>

**Table 2. Content Exam Portion (exam results F20-Sp22) – N=17**

	Exemplary (3)	Acceptable (2)	Unacceptable (1)	Mean	% acceptable or exemplary
<b>Breadth of analysis</b>	Sp22 – 1 F21 – 1 Sp21 – 0 F20 – 3	Sp22 – 4 F21 – 1 Sp21 – 3 F20 – 1	Sp22 – 1 F21 – 0 Sp21 – 0 F20 – 2	Sp22 – 2 F21 – 2.5 Sp21 – 2 F20 – 2.2	
<b>Overall</b>	<b>5 (29.4%)</b>	<b>9 (52.9%)</b>	<b>3 (17.6%)</b>	<b>2.11</b>	<b>14/17 (80.35%)</b>
<b>Depth of analysis</b>	Sp22 – 1 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 3 F21 – 2 Sp21 – 3 F20 – 3	Sp22 – 2 F21 – 0 Sp21 – 0 F20 – 2	Sp22 – 1.5 F21 – 2 Sp21 – 2 F20 – 1.5	
<b>Overall</b>	<b>2 (11.8%)</b>	<b>11 (64.7%)</b>	<b>4 (23.5%)</b>	<b>1.88</b>	<b>13/17 (76.47%)</b>
<b>Synthesis of subject</b>	Sp22 – 1 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 3 F21 – 2 Sp21 – 3 F20 – 4	Sp22 – 2 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 2 F21 – 2 Sp21 – 2 F20 – 2	
<b>Overall</b>	<b>2 (11.8%)</b>	<b>12 (70.59%)</b>	<b>3 (17.6%)</b>	<b>1.82</b>	<b>13/17 (76.47%)</b>
<b>Flow</b>	Sp22 – 2 F21 – 1 Sp21 – 0 F20 – 1	Sp22 – 4 F21 – 1 Sp21 – 3 F20 – 4	Sp22 – 0 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 2.67 F21 – 2.5 Sp21 – 2 F20 – 2	
<b>Overall</b>	<b>4 (23.5%)</b>	<b>12 (70.59%)</b>	<b>1 (5.9%)</b>	<b>2.06</b>	<b>15/17 (88.24%)</b>
<b>Conclusions</b>	Sp22 – 2 F21 – 0 Sp21 – 0 F20 – 3	Sp22 – 3 F21 – 2 Sp21 – 3 F20 – 3	Sp22 – 1 F21 – 0 Sp21 – 0 F20 – 0	Sp22 – 2.17 F21 – 2 Sp21 – 2 F20 – 2.5	
<b>Overall</b>	<b>5 (29.4%)</b>	<b>11 (64.7%)</b>	<b>1 (5.9%)</b>	<b>2.06</b>	<b>15/17 (88.24%)</b>
<b>References</b>	Sp22 – 4 F21 – 1 Sp21 – 0 F20 – 1	Sp22 – 2 F21 – 1 Sp21 – 3 F20 – 4	Sp22 – 0 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 2.67 F21 – 2.5 Sp21 – 2 F20 – 2	

<b>Overall</b>	<b>6 (35.3%)</b>	<b>9 (52.9%)</b>	<b>1 (5.9%)</b>	<b>2.18</b>	<b>15/17 (88.24%)</b>
<b>Writing style and format</b>	Sp22 – 3 F21 – 1 Sp21 – 0 F20 – 1	Sp22 – 3 F21 – 1 Sp21 – 3 F20 – 4	Sp22 – 0 F21 – 0 Sp21 – 0 F20 – 1	Sp22 – 2.5 F21 – 2.5 Sp21 – 2 F20 – 2	
<b>Overall</b>	<b>5 (29.4%)</b>	<b>11 (64.7%)</b>	<b>1 (5.9%)</b>	<b>2.12</b>	<b>16/17 (94.11%)</b>

Evaluation of KINE MA candidates' knowledge of basic principles and an understanding of the current research in the field of Kinesiology (N=17) revealed mixed results. To pass this portion of the exam, candidates must minimally receive an 'acceptable' rating on each of the 7 criteria. The ratings range is from 3 (exemplary) to 1 (unacceptable).

Table 1 indicates that 76.47% of students passed this portion of the comprehensive exam between Fall 2020 and Spring 2022. Fall 2021 and Spring 2021 boasted 100% pass rates, while Fall 2020 and the most recent semester (Spring 2022) recording a 66.67% pass rate. In all 4 of 17 (23.5%) of students failed this section of the exam.

Deeper analysis (see Table 2) indicates additional helpful detail with which to interpret the data. For example:

- Writing style and format received the highest percentage of students receiving an acceptable or exemplary rating (94.11%)
- Conclusions, References, and Writing style/format received the next highest average scores with 88.24% of students receiving an acceptable or exemplary score
- Synthesis and flow received the lowest average with 76.47% of students receiving at least acceptable
- Students receiving unacceptable ratings (and thus failing the exam) did so on the following areas:
  - o Breadth of analysis (3)
  - o Depth of analysis (4)
  - o Synthesis of subject (3)
  - o Flow (1)
  - o Conclusions (1)
  - o References (1)
  - o Style and format (1)

## 8. Planned Program Improvement Actions

Identify multiple, specific ways that the program can be improved on the basis of the assessment results. This could include curricular changes, changes to the learning outcomes themselves, new or modified assignments, course or program level standards established or modified, revised pedagogy, additional staffing or equipment needs, etc. How might these changes or improvements increase the percentage of students meeting the benchmark as well as the overall quality of the academic program?

Results indicate that 76.47% of students passed the content area question of the exam. While encouraging, this result is also concerning in a number of ways. This exam portion represents each students' area of expertise and the knowledge required to be successful is often accumulated over the entire program of study (typically 2 years). For example, many students begin to explore this topic and begin to gather relevant literature in their first semester in the program. Additionally, to prepare for this exam portion, students actively participate with their committee to negotiate 20 research articles with become the focus of the final question(s) poses.

With nearly a quarter (23.5%) of students failing this exam, the graduate committee may wish to discuss current expectations and study preparation timelines. Further, preparation efforts should more specifically focus on three specific rubric criteria: breath of analysis, depth of analysis, and synthesis of subject. Making these criteria clear and providing students with ample opportunities in coursework to practice these skills may be appropriate. While limited to the last two years, this report provides a baseline for KINE MA candidates' competency in the knowledge of basic principles and an understanding of the current research in the field of Kinesiology and begins the conversation in the

department about how to help students achieve, and build upon, their competency.

As these results are understood and disseminated, BSS will implement the following strategies:

1. Ensure the results are distributed within the KINE graduate committee as well as department-wide;
2. Discuss the results with faculty teaching with the graduate program;
3. Encourage faculty to analyze the results and discuss methods to build skills (i.e., breadth, depth and synthesis of content) into courses and develop best practices to increase students' competence in this area.

**9. Name, Title, and E-Mail Address of Person Completing this Form:**

Kevin Patton, Department Chair of Kinesiology, [kpatton@csuchico.edu](mailto:kpatton@csuchico.edu)

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**10. Acknowledgement and Signatures:**

a) Department Chair: \_\_\_\_\_

Comments (if desired):

b) College Coordinator or Associate Dean (if applicable):

\_\_\_\_\_

Comments (if desired):

c) Dean or Associate Dean: \_\_\_\_\_

Comments (if desired):

II. Appendices (please include any of the following that are applicable to your program):

A. Overall Pass/Fail Results

F21 Results

Name	600	601	602	Content
#1		Fail	Fail	
#2		Pass	Pass	Pass
#3	Pass	Pass	Pass	Pass

\*Student 1 was retaking 600 and Content

\*Student 2 was retaking 601, 602 and Content

Sp22 Results

Name	600	601	602	Content
#1	Pass	Fail	Pass	Fail
#2	Pass	Pass	Fail	Pass
#3	Pass	Pass	Fail	Fail
#4	Fail	Fail	Pass	Pass
#5	Pass	Pass	Fail	Pass
#6	Pass	Pass	Fail	Pass

Sp21 Results

Name	600	601	602	Content
#1		Failed	Failed	
#2	Pass	Pass	Pass	
#3	Pass	Pass	Pass	Pass
#4	Pass	Pass	Pass	Pass
#5	Pass	Pass	Pass	Pass

\*Student 1 was retaking 601 and 602

\*Student 2 was retaking 600, 601, and 602

F20 Results

Name	600	601	602	Content
#1	Pass	Fail	Fail	Pass
#2	Pass	Pass	Pass	Pass
#3	Pass	Pass	Pass	Pass
#4	Fail	Fail	Fail	Fail
#5	Pass	Pass	Pass	Pass
#6	Pass	Fail	Fail	Fail

B. Rubrics

Content Exam Rubric

Master's Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

This rubric is designed to assess the written comprehensive examination. Successful completion of the exam is indicated by a minimum of acceptable in all categories.

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>	<b>Rating</b>
<b>Breadth of analysis</b>	Evidence simply listed or not cited at all; may be narrative or anecdotal, awkwardly, or incorrectly incorporated.	Provides sufficient and appropriate evidence and makes every effort to contextualize it.	Provides substantial, well chosen evidence (research or contextual citations) used strategically; apt definitions.	
<b>Depth of analysis</b>	Presents inaccurate understanding of the issue and/or presents a series of ideas with no obvious point of view.	Explicitly identifies issue, demonstrates a clear and accurate understanding of the issue, offers insightful commentary on the issue.	Impressively identifies the issue (answers the question), demonstrates an acute understanding of the issue and offers thought provoking commentary.	
<b>Synthesis of subject</b>	Superficial understanding of the interrelationships among the knowledge, skill, and dispositions in the field of the kinesiology sub-discipline.	Exhibits adequate attainment of knowledge, indicating an integration/synthesis of the material from more than one perspective. A broad understanding of the kinesiology sub-discipline.	Demonstrates an impressive depth of knowledge that provides a noteworthy synthesis/integration of material from a variety of perspectives. Clearly understands the "big picture" of the kinesiology sub-discipline.	
<b>Flow</b>	Writing appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, in a relatively logical order.	Cogent writing that goes from general ideas to specific conclusions in a logical sequence of information. Transitions tie sections together, as well as adjacent paragraphs.	
<b>Conclusions</b>	There is no indication the author tried to synthesize the information or make a conclusion based on the literature under review.	The author provides concluding remarks that show an analysis and synthesis of ideas. Some of the conclusions, however, were not supported in the body of the report.	The author was able to make succinct and precise conclusions. Accurately identifies unanswered questions in literature. Insights into the problem are appropriate. Conclusions are strongly supported. Possible direction for future research are presented.	
<b>References</b>	Numerous APA (or equivalent) errors. Format of the citation is not recognizable as APA. Few, if any, references cited.	APA format (or equivalent) is used with minor errors. Lacks sufficient number and quality of references cited.	APA or equivalent format is used accurately and consistently. Appropriate number and quality of references cited.	
<b>Writing style and format</b>	Numerous grammatical errors and stylist problems; over-whelming non-standard writing; frequent errors. Arbitrary or no paragraph structure, illogical or no transitions.	Distinct units of thought in paragraphs, coherently arranged; some weak transitions between sentences and paragraphs. Some mechanical difficulties; occasional problematic word choices or awkward syntax errors; occasional grammatical errors; some wordiness.	Apt and precise diction, syntactic variety, clear command of standard English. Pertinent, seemingly inevitable sequence of paragraphs; appropriate, clear & adequate transitions between sentences and paragraphs.	

**Overall Decision (circle): Pass / Fail**

**KINE 602: Research Design in Kinesiology**



Some or all of the research design topics will be covered on the exam. Successful completion of the exam is indicated by achieving a minimum of acceptable in all assessed areas.

	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Very Good</b>	<b>Exemplary</b>
<b>1. Quantitative Purpose and General Rationale:</b>	Cannot develop a statement of purpose or statement of purpose does not align with topic presented.	Develops statement of purpose. Statement may lack clarity though it generally aligns with topic presented.	Develops statement of purpose that demonstrates a clear and accurate understanding of topic presented.	Impressively develops statement of purpose that demonstrates an acute understanding of the topic presented.
<b>2. Quantitative Study Design:</b>	Cannot suggest an appropriate study design that matches stated purpose.	Suggests a reasonable study design, however, detail is lacking or a more appropriate study design exists.	Suggests a study design that is appropriate, and addresses stated purpose of the study. Detail provided indicates an understanding of quantitative research design.	Impressively describes and provides a rationale for a study design that addresses the stated purpose of the study. Detail provided indicates excellent understanding of research design.
<b>3. Quantitative Sample, Sample Size, and Sampling</b>	Cannot provide correct sample size or can't specify appropriate sampling method or can't describe a sample appropriate for stated purpose.	Stated sample size is correct. Sampling method and nature of sample would work as described, but more appropriate options may exist.	Stated sample size is correct. Sampling procedures and nature of sample are well suited for stated purpose and study design.	Provides an accurate estimate of sample size, thorough description of nature of sample. Sampling procedures maximize the effectiveness of the study design.
<b>4. Threats to Validity and Reliability (Quantitative):</b>	Cannot name or recognize any threats to validity or reliability. Cannot describe any research methods to minimize threats to validity.	Names 1-2 specific threats to validity and/or reliability and can describe some means of minimizing the named threats.	Names multiple specific threats to validity and/or reliability that are related to the described research design. Describes appropriate means of minimizing each threat.	Impressively identifies threats to validity and reliability that are specifically related to described research design. Thoroughly describes how to minimize stated threats.
<b>5. Qualitative Purpose and General Rationale:</b>	Cannot develop a statement of purpose or statement of purpose does not align with topic presented.	Develops statement of purpose. Statement may lack clarity though it generally aligns with rationale for qualitative research.	Develops statement of purpose that aligns with general rationale for qualitative research.	Impressively develops statement of purpose that demonstrates an acute understanding of general rationale for qualitative research.
<b>6. Qualitative Study Design:</b>	Cannot name or describe an appropriate qualitative research approaches for the stated purpose of the study.	Names and describes a qualitative research approach. The approach may not align well with the stated purpose.	Names and describes an appropriate qualitative research approach. The approach aligns with the stated purpose.	Thoroughly and accurately describes an appropriate qualitative approach that addresses the stated purpose.

<b>7. Qualitative Sample, Sample Size, and Sampling</b>	Cannot specify the size or nature of a qualitative sample or suggest appropriate sampling procedures	Suggests appropriate method for identifying an appropriate qualitative sample size. Nature of qualitative sample and sampling method are described.	Describes appropriate method for determining qualitative sample size, nature of sample matches with study purpose, and appropriate sampling method is described.	Impressively describes an appropriate method for determining qualitative sample size, sampling method, and the nature of the sample is an excellent match for the stated purpose of the study.
<b>8. Threats to Data Trustworthiness (Qualitative):</b>	Cannot name or recognized any threats to data trustworthiness. Cannot describe any research methods to minimize threats.	Names 1-2 specific threats to data trustworthiness and can describe one method of minimizing these threats.	Names multiple specific threats to data trustworthiness that are related to the described research design. Describes appropriate means of minimizing each threat.	Impressively identifies threats to data trustworthiness that are specifically related to described research design. Thoroughly describes how to minimize stated threats.

**Please submit completed reports electronically to your dean, associate dean, and/or college assessment coordinator by 9/30/XX.**  
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