

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

PROGRAM: BS in Exercise Physiology

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
Fa16-Sp17	<b>Communication</b> – Students will apply knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity	Examined KINE 320 ‘Sport and Exercise Psychology’ - Research Paper Rubric Results [written communication] administered Fall 16. The survey was developed and refined by the department’s KINE 320 faculty.	<p><b>83.3%</b> of students (25/30) achieved the minimum successful performance. Average scores for each criteria are as follows:</p> <ul style="list-style-type: none"> <li>• Content (8.10/10) = 81%</li> <li>• Organization (5.03/7) = 71.9%</li> <li>• Grammar (5.5/7) = 78.6%</li> <li>• Articles/APA (3.03/6) = 55%</li> </ul> <p>Clarity of ideas (8.63/10) = 86.3%</p>	<p>Assessment data are reviewed by the BS in Exercise Physiology faculty each year and used to inform all aspects of the program. For example, data indicate that the majority KINE graduate students demonstrated acceptable oral and written communication. Because these competencies are essential elements of the major, future attention on improvement in these two are should be emphasized.</p> <p>As a results of this analysis the following are planned program improvement actions:</p> <ul style="list-style-type: none"> <li>○ Faculty should continue to model effective oral and written communication.</li> <li>○ Faculty should actively engage students in oral and written assignments and provide timely and corrective developmental feedback.</li> <li>○ In addition to the writing proficiency course (KINE 320), additional grading writing tasks will be included in other core courses. In particular, upper division options within the major (KINE 505 ‘Exercise Behavior and Adherence; KINE 530 ‘Advanced Strength and Conditioning; and KINE 524 ‘Biomechanical Analysis’ will include revised assignments to sharpen students’ oral presentation and writing skills.</li> </ul>
		Assessed Final Project Presentation in KINE 524 ‘Biomechanical Analysis’ [oral communication] with associated rubric.	<p><b>90%</b> of students (18/20) achieved the minimum successful performance. Average scores for each criteria are as follows:</p> <ul style="list-style-type: none"> <li>• Structure (3.45/4)</li> <li>• Content (3.05/4)</li> <li>• Conclusions (3.2/4)</li> <li>• Delivery (3.2/4)</li> <li>• Slides (3.55/4)</li> </ul> <p>Questions (2.7/4)</p>	
Fa15-Sp16	<b>Professionalism and Ethics</b> – Students will demonstrate professional behaviors, including commitment to excellence, valuing diversity and collaboration, service to others, and techniques for lifelong learning.	1) Administered voluntary electronic Kinesiology Student Professionalism Survey to all Exercise Physiology majors that required both quantitative and qualitative responses.	1) Students in the BS major achieved 90% or higher in all but 3 categories: “wear professional attire” (67% reported this was somewhat or completely true, “I exhibit collaborative behaviors” (89% somewhat or completely true), and “I take initiative” (86% somewhat or completely true).	The department is examining its curriculum to determine how to help students learn about and engage in more professional behaviors as they prepare for their careers. Courses where students interact with clientele will continue to have measured expectations for professionalism and appropriate ethical behavior.
		2) Examined student dispositions based on a rubric	2) 100% of students met the criteria	

		in three sections of KINE 524 (Biomechanical Analysis)		
		3) Examined professionalism on a 3-point scale during peer coaching in two sections of KINE 530 (Advanced Strength & Conditioning)	3) 100% of students met the criteria	
<b>Fa14-Sp15</b>	<b><u>Value Physical Activity and Fitness</u></b> – Students will articulate a philosophy that physical activity programs are important to health and well being of individuals, and that physical activity can foster self-expression, development, and learning.	Administered voluntary Kinesiology Physical Activity Survey to students through Survey Monkey that required both qualitative and quantitative responses.	187/450 students responded (42% response). 94% agreed or strongly agreed that they value physical activity now. 58% engage in moderate physical activity at least 5 days/week, which is the American Heart Association recommendation for adults. Most felt positive about physical activity including 70% who reported they felt “confident in my ability to perform physical activities that personally challenge me”	The department is examining its curriculum to determine how to help students adopt a physically active lifestyle. Additionally, the Strength & Conditioning program is examining ways to include more seminars and community outreach for training and rehabilitation.
<b>Fa13-Sp14</b>	<b><u>Reflection and Critical Thinking</u></b> – Students will demonstrate reflection and critical thinking in order to refine professional practice.	Developed a 3-category Reflective Writing/Thinking Rubric and a 3-category Critical Thinking Rubric. Collected student performance data in KINE 482, 324, 524, 322, and 323 including embedded exam questions, embedded lab assignment questions, research projects, and a literature review paper.	The proportion of students rated as either “Competent” or “Developing” based on the Critical Thinking rubric: <ul style="list-style-type: none"> <li>• In KINE 482 was 94% in FA13 and 90% in SP14.</li> <li>• In KINE 324, the same measurement was 66% in FA13 and 51% in SP14.</li> <li>• In KINE 524-01, the same measurement was 81% in SP13 and 62% in SP14.</li> <li>• In KINE 322, the same measurement was 79% in FA13 and 69% in SP13.</li> <li>• In KINE 524-03, the same measurement was 82% in FA13 and 88% in SP14.</li> <li>• In KINE 323, the same measurement was 88% in SP14 (data are not available for FA13).</li> </ul>	Examine scaffolding of critical analysis in the sequence of courses from 300-level to 500-level. Continue strong writing emphasis in department.