Department: Kinesiology  Term: FA-2016  
Academic Program Evaluated: Allied Health  

Faculty members involved in this assessment process:  

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keith Hardy</td>
<td>Chair</td>
<td>Allied Health</td>
</tr>
</tbody>
</table>

Number of students in sample: 
Breakdown by year if known  

1st year: 36  2nd year: 22  3rd year: 29  4th year: 27  Total Students: 114

Instrument(s) used in assessment:  

All Kinesiology Majors:  
*Capstone Paper (EXER 345)  
*Presentation (EXER 345)  
Resume (EXER 496)  
Cover letter (EXER 496)  
Autobiography (PHED 100)  
Senior Reflection (EXER 496)  
2- Character References (EXER 496)  

Allied Health  
Score on presentations (EXER 450, 441)  
Observational Experiences (EXER 496)  
Research paper (EXER 422)  
Student reflections of journal article critiques (EXER 450, 441, 422, 345)  
Research performance (EXER 345)  
Scores in injury assessment / orthopedic checklist (ATEP courses)
Methodology:

All students entering 2016-2017 will be responsible for an electronic portfolio shared through Course Commons. The e-portfolio will capture assessment data from class experiences and include certification / licensure results. The courses are outlined for each major and the artifacts needed. The 100-level course their freshman year, 200-level courses sophomore year, 300-level junior year and 400 level senior year. The senior seminar class EXER 496 will center around the Capstone paper and presentation.

Strengths:

Allied Health / Athletic Training
The Athletic Training program has excelled in acute care and professional development / well-being domain as evidence by national exam scores. Two areas of improvement included clinical examination / diagnosis and therapeutic intervention. Suggestions included problem based learning into teaching methodology. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

Areas in need of improvement:

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are not confident in clinical evaluation skills</td>
<td>Introduce problem based learning teaching methodology</td>
<td>Trained faculty on problem based learning</td>
</tr>
<tr>
<td>Increase curriculum content retention</td>
<td>Peer assisted learning teaching methodology</td>
<td>Trained faculty on peer assisted learning.</td>
</tr>
</tbody>
</table>

Plans for improvement:

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSIBLE PERSON</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research problem based learning teaching strategies</td>
<td>Sarah Walters</td>
<td>November 2016</td>
</tr>
<tr>
<td>research peer assisted teaching strategies</td>
<td>Sarah Walters</td>
<td>November 2016</td>
</tr>
</tbody>
</table>

Improvements made:
Evangel University
Assessment Report

Due: October 7, 2016

Department: Kinesiology
Term: FA-2016

Academic Program Evaluated: Athletic Training

Faculty members involved in this assessment process:

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<tbody>
<tr>
<td>Sarah Walters</td>
<td>Director</td>
<td>Athletic Training</td>
</tr>
</tbody>
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Number of students in sample:
Breakdown by year if known

1st year: 36  2nd year: 22  3rd year: 29  4th year: 27  Total Students: 114

Instrument(s) used in assessment:
1. Board of Certification (BOC) - Athletic Training

Other assessments collected in e-portfolio:

All Kinesiology Majors:
*Capstone Paper (EXER 345)
*Presentation (EXER 345)
Resume (EXER 496)
Cover letter (EXER 496)
Autobiography (PHED 100)
Senior Reflection (EXER 496)
2- Character References (EXER 496)

Methodology:

All students entering 2016-2017 will be responsible for an electronic portfolio shared through Course Commons. The e-portfolio will capture assessment data from class experiences and include certification / licensure results. The courses are outlined for each major and the artifacts needed. The 100-level course their freshman year, 200-level courses sophomore year, 300-level junior year and 400 level senior year. The senior seminar class EXER 496 will center around the Capstone paper and presentation.
The Athletic Training majors are eligible to take the BOC exam following successful completion of the Athletic Training degree.

The Exercise Science majors take the NCSF certification exam their senior year in EXER 400.

The Physical Education majors take the MOGEA exam for acceptance into the Education department their sophomore year in EDUC 225 and take the MoCA licensure exam prior to student teaching their senior year.

**Results of Assessment (data in summary format):**

**Strengths:**

Allied Health / Athletic Training
The Athletic Training program has excelled in acute care and professional development / well-being domain as evidence by national exam scores. Two areas of improvement included clinical examination / diagnosis and therapeutic intervention. Suggestions included problem based learning into teaching methodology. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

**Areas in need of improvement:**

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**Plans for improvement:**

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</table>

**Improvements made:**
Department: Kinesiology  Term: FA-2016
Academic Program Evaluated: Exercise Science

Faculty members involved in this assessment process:
Kevin King  Coordinator  Exercise Science

Instrument(s) used in assessment:
Certification Exam – National Council of Strength and Fitness

Other assessments collected in e-portfolio:
All Kinesiology Majors:
*Capstone Paper (EXER 345)
*Presentation (EXER 345)
Resume (EXER 496)
Cover letter (EXER 496)
Autobiography (PHED 100)
Senior Reflection (EXER 496)
2- Character References (EXER 496)

Exercise Science
Final Exam (BIOL 221)
Paper (EXER 441) Lab Report (EXER 456)
Lab reports (EXER 422)
Exercise Prescription Program Project (EXER 366, 400)
Presentation Score (EXER 496)
Reflective paper (EXER 496)
Practicum Evaluation (EXER 396)
Certification (EXER 366)

Methodology:
All students entering 2016-2017 will be responsible for an electronic portfolio shared through Course Commons. The e-portfolio will capture assessment data from class experiences and include certification / licensure results. The courses are outlined for each major and the artifacts needed. The 100-level course their freshman year, 200-level courses sophomore year, 300-level junior year and 400 level senior year. The senior seminar class EXER 496 will center around the Capstone paper and presentation.

The Exercise Science majors take the NCSF certification exam their senior year in EXER 400.

Results of Assessment (data in summary format):

**Strengths:**

Exercise Science
The Exercise Science program has produced students who have all passed the NCSF exam since its inception. Strengths of the program exercise prescription and programming focus. Experiential learning combined with a focus on evidence based practice. The equipment is adequate and the laboratory space is limited. Need real world mentorship. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

**Areas in need of improvement:**

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<thead>
<tr>
<th>Finding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Inadequate learning space</td>
<td>Find new space dedicated just to Exercise Science</td>
<td>Incorporate into new building plan</td>
</tr>
<tr>
<td>Lack of “real” world experiences</td>
<td>Add mentorship program</td>
<td>Locally owned fitness facilities and willing mentors</td>
</tr>
</tbody>
</table>

**Plans for improvement:**

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Person</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss with provost and athletic director to include learning space for the program</td>
<td>Kevin King</td>
<td>November 2016</td>
</tr>
<tr>
<td>Establish more internships/practicums</td>
<td>Kevin King</td>
<td>May 2017</td>
</tr>
</tbody>
</table>

**Improvements made:**
Department: Kinesiology
Academic Program Evaluated: Physical Education

Faculty members involved in this assessment process:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Assessment Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donovan Nelson</td>
<td>Coordinator</td>
<td>PE &amp; Sport Management</td>
</tr>
</tbody>
</table>

Number of students in sample:
Breakdown by year if known

1st year: 36  2nd year: 22  3rd year: 29  4th year: 27  Total Students: 114

Instrument(s) used in assessment:
1. MOGEA – Education admittance
2. Praxis Test – Physical Education licensure exam

Other assessments collected in e-portfolio:

All Kinesiology Majors:
*Capstone Paper (EXER 345)
*Presentation (EXER 345)
Resume (EXER 496)
Cover letter (EXER 496)
Autobiography (PHED 100)
Senior Reflection (EXER 496)
2- Character References (EXER 496)

Physical Education
Teaching Philosophy Paper (PHED 336)
Administrative Plan (PHED 336)
Senior Reflection Paper (EXER 496)
MoGEA-
Missouri General Education Assessment
MEP-
Missouri Educator Profile
Clinical Experience (Formative)
MOCA-
Missouri Content Assessment
MoPTA-Missouri Preservice Teacher Assessment
Course/Faculty Evaluations
Senior Exit Survey (EXER 496)

Methodology:

The Physical Education majors take the MoGEA exam for acceptance into the Education department their sophomore year in EDUC 225 and take the MoCA licensure exam prior to student teaching their senior year. Praxis scores have revealed weakness in student reflection and use of technology in Physical Education. The reflection deficiencies were addressed in Education e-portfolios prior to 2016. Technology in Physical Education deficiency has been enhanced through purchase of new equipment for the Exercise Physiology class / lab used by all PE majors.

A curriculum matrix was designed to identify courses with student learning outcomes. A portfolio requirement to capture specific artifacts of assessment has been established for all students entering 2016-2017 will be responsible for an electronic portfolio shared through Course Commons. The e-portfolio will capture assessment data from class experiences and include certification / licensure results. The courses are outlined for each major and the artifacts needed. The 100-level course their freshman year, 200-level courses sophomore year, 300-level junior year and 400 level senior year. The senior seminar class EXER 496 will center around the Capstone paper and presentation.

Results of Assessment (data in summary format):

Strengths:

Physical Education
The Physical Education program has consistently averaged higher licensure exam scores than the state and national averages since 2011. The program strengths include predominately the Home School teaching opportunities here on campus and experiential learning. Suggested improvements to the program included a full-time dedicated person to coordinate the program instead of one person coordinating two programs. The required state curriculum is similar among all Missouri schools. Evangel has exceeded the minimum state expectations of credit requirements by Department of Elementary and Secondary Education (DESE). Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.
## Areas in need of improvement:

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program understaffed</td>
<td>Plan to increase enrollment to justify full-time position</td>
<td>Full-time salary</td>
</tr>
<tr>
<td>Areas of improvement on Praxis Exams</td>
<td>Require Electronic Portfolios that demonstrate student reflections from practicums, internships, etc. and to develop more technology skills in the use of this instrument.</td>
<td>Course Commons e-portfolio</td>
</tr>
<tr>
<td>Include more reflections and more use of technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Plans for improvement:

### Physical Education

<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSIBLE PERSON</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with provost to discuss program goal</td>
<td>Keith Hardy</td>
<td>April 2017</td>
</tr>
<tr>
<td>Add completion of e-portfolio in EXER 496 prior to graduation</td>
<td>Keith Hardy</td>
<td>August 2016</td>
</tr>
</tbody>
</table>

## Improvements made:

- A Kinesiology Facebook page was created 2011
- An updated alumni link was created on the EU webpage
- A mailing to alumni with links to Kinesiology Department page and Kinesiology Facebook
Department: Kinesiology                     Term: FA-2016
Academic Program Evaluated: Sport Management

Faculty members involved in this assessment process:

<table>
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Cover letter (EXER 496)
Autobiography (PHED 100)
Senior Reflection (EXER 496)
2- Character References (EXER 496)

Sport Management
Book Analysis- PHED 328
Presentation PHED 328
Exam PHED 328
Practicum / Internship Evaluation Rubric
Paper and Presentation of Sport Organization Analysis Paper (Portfolio-SMGT 124)
Case studies (SMGT 324)
Practicum / Internship Evaluation Rubric
Methodology:

All students entering 2016-2017 will be responsible for an electronic portfolio shared through Course Commons. The e-portfolio will capture assessment data from class experiences and include certification/licensure results. The courses are outlined for each major and the artifacts needed. The 100-level course their freshman year, 200-level courses sophomore year, 300-level junior year and 400 level senior year. The senior seminar class EXER 496 will center around the Capstone paper and presentation.

Results of Assessment (data in summary format):

Strengths:

Sport Management
The Sport Management program strengths included hands-on experiences, field trips, and internships. Improvements include adding a course in sales, leadership, and more electives. Also included was the addition of mentorship opportunities and revenue generating classes. Job placements of previous graduates into professional organizations has spurred interested and boosted enrollment this year. Improving networking through an alumni base contact system on the department webpage will help graduates find more jobs upon graduation.

Areas in need of improvement:

<table>
<thead>
<tr>
<th>Finding</th>
<th>Recommendation</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of content in sales and leadership</td>
<td>New curriculum</td>
<td>Find out if other departments have these courses and add them to our program.</td>
</tr>
<tr>
<td></td>
<td>Sales</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Lack of Career Networking</td>
<td>Create shared alumni list on department home-page. Updated voluntarily</td>
<td>IT creation of link on homepage</td>
</tr>
</tbody>
</table>

Plans for improvement:
<table>
<thead>
<tr>
<th>ACTION</th>
<th>RESPONSIBLE PERSON</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research courses our students can take in business department</td>
<td>Donovan Nelson</td>
<td>October 2016</td>
</tr>
<tr>
<td>Create shared alumni list on department home-page. Updated voluntarily</td>
<td>Sarah Walters</td>
<td>April 2017</td>
</tr>
</tbody>
</table>

**Improvements made:**