



Academic Program Assessment Report Template

Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same report template. If the report is the Program Review year, please indicate it next to "Program Review Year."

Department: Kinesiology

Academic Program Evaluated: Allied Health

Program Review Year: 2018-19

	Year 1 Academic Year: Spring 18	Year 2 Academic Year: Fall 18	Year 3 Academic Year:	Year 4 Academic Year:
Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Keith Hardy Sarah Walters	Keith Hardy Sarah Walters		
Number of students in sample: (If known, supply the number of students in each class/year who were used in the assessment report.)	Freshmen: Sophomores: Juniors: Seniors: Graduate:	Freshmen: Sophomores: Juniors: Seniors: Graduate:	Freshmen: Sophomores: Juniors: Seniors: Graduate:	Freshmen: Sophomores: Juniors: Seniors: Graduate:
Instrument(s) used in assessment: (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Final Comprehensive Exam Score, Journal Critiques, Capstone Presentation, Class Presentations	Research Performance Orthopedic Assessment (skipped one year due to change in AT program)		

Additional Data: (List any additional information/data that informed this report.)				
Methodology: (Explain the method of data collection and the data analysis process.)	Collection and grading of comprehensive final exam, journal article critiques using rubric (see attached), and presentation score using rubric (see attached).	Research performance based on research proposal and review of literature		
Results of Assessment: (List the findings in summary format as narrative.)	These data demonstrated student competence in the Content Knowledge (87.5% Avg.), Oral Communication and Use of Technology (88.7% Avg.), and Critical Thinking (93%).	These data demonstrated student competence in Research (82.2% Avg.).		
Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)	Initial data retrieval suggest a 0.8975 (90%) overall proficiency rating on Program Learning Outcomes ALTH 3.2 Knowledge, ALTH 2.1 Critical Thinking, and ALTH 1.2-2 Oral Communication. Critical Thinking rated the highest (93%), Oral Communication second (89%), and Knowledge (88%). The first two Outcomes Critical Thinking and Oral Communication were assessed using senior level classes and the Knowledge was assessed in a sophomore level course.	Fall data was limited to research performance from Research Methods Course. These data were not previously captured and comparisons were not made. Competence was met as revealed in the fall data (82.2%). Orthopedic Pathology data were not collected due to change in AT program moving to MSAT. The course skipped a year to capture only Allied Health students and not Athletic Training students.		
Strengths: (From the	All programs in the Kinesiology	Limited assumptions can be		

findings, list the areas of strengths that currently exist in the academic program.)	department have CLO's, PLO's, Outcomes and Rubrics on syllabi and are uploaded on Course Commons for assessment purposes. These programs include: Allied Health, Exercise Science, Physical Education, and Sport Management. Spring data from 2018 was collected and analyzed for Allied Health and Exercise Science. A change in personnel delayed the Physical Education and Sport Management areas. All areas were monitored for progression by Sarah Walters (Assessment Coordinator) since implementation in Fall 2017. The data collected for Exercise Science was limited to one Outcome and one Assessment.	made from fall data only; other than to say the competency level for research was met.		
Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the academic program.)	Data collection from newly upload PLO's in EXER, SMGT, and PE need associated Rubrics tied to them in Course Commons.	Collect Fall 19 data to include Orthopedic Pathology.		

Year 1:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person
Collect more data	2018-2019	K. Hardy

Year 1:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date
Include all PLOs, CLOs, etc.	Dec. 2018

Year 2:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person
Collect more data	2019-2020	K. Hardy

Year 2:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date
Compare and contrast yearly change	Dec. 2019

Year 3:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person
Make appropriate adjustments to curriculum to improve low scores. Determine if other PLO's or CLO's are necessary to assess program.	Spring 2020	K. Hardy

Year 3:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

Year 4:

Plans for improvement: (Provide the improvement plan, when it will be implemented, and person who will administer the improvement plan.)

Plan for Improvement	Timeline	Responsible Person

Year 4:

Improvements made: (List completed improvement plans and dates of actual implementation.)

Improvement Plan	Implementation Date

