Student Learning Assessment Report (SLAR)

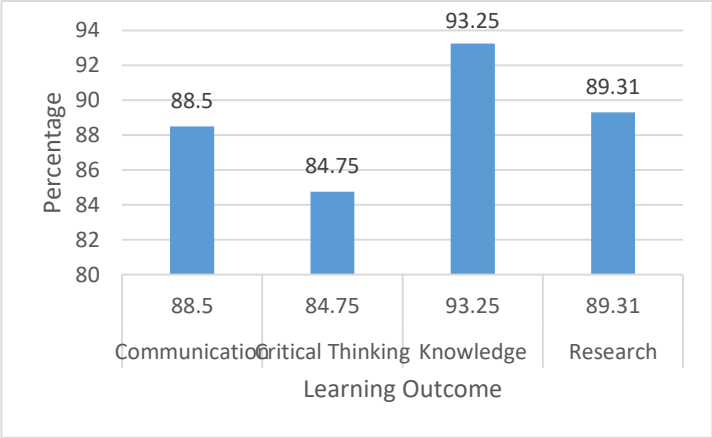
Department: Kinesiology

Academic Program Evaluated: Allied Health

Program Review Year: 2019-2020

	Year 1 Academic Year: 2017-2018	Year 2 Academic Year: 2018-2019	Year 3 Academic Year: 2019-2020
Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Keith Hardy	Keith Hardy	Keith Hardy
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:	Count of student SIS ID = 108

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)	Final Comprehensive Exam Score (BIOL 221 Human Structure & Function), Research Performance (EXER 345 Research Methods), Orthopedic Assessment (EXER 386), Capstone Presentation (EXER 496 Senior Seminar), Class Presentations (EXER 450 Biomechanics)

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	Collection and grading of comprehensive final exam, journal article critiques using rubric (see attached), and presentation score using rubric	Collection and grading of comprehensive final exam, journal article critiques using rubric (see attached), and presentation score using rubric (see attached).
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.).	These data demonstrated student competence in Oral Communication (87.5%), Media Communication (89.5%), Critical Thinking (84.75%), Didactic Knowledge (93.75%), Knowledge (92.75%), and Research (89.31%).
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.	This is the first complete data collection. The highest student competence was in student knowledge 

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.	made from fall data only; other than to say the competency level for research was met. Also note, journal article critiques used the previous year are no longer used because students are using the same critiques for Research Methods (EXER 345) and their ability to critically analyze and synthesize data in professional literature is captured there.	
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 PLO's in EXER, SMGT, and PE associated Rubrics tied to them Couse Commons.	Collect Fall 19 data to include Orthopedic Pathology.	Critical Thinking outcomes can be improved in EXER 450 through problem solving such as gait analysis and in EXER 345 through improved rubric to grade journal article critiques for research paper. These rubrics would require students to write out their thought processes.

Year 1:

Plan for Improvement	Timeline	Responsible Person
Collect more data	2017-2018	K. Hardy

Year 1:

Improvement Plan	Implementation Date
Include all PLOs, CLOs, etc.	Jan. 2019

Year 2:

Plan for Improvement	Timeline	Responsible Person
Analyze data collected determine if assessments capture	Fall 2019	K. Hardy
intended goal		

Year 2:

Improvement Plan	Implementation Date
Compare and contrast yearly change. Determine better Assessment plan	Spring 2020

Year 3:

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. Make changes to rubrics if	Fall 2020	K. Hardy

Year 3:

Improvement Plan	Implementation Date
Deleted redundant data and edited rubrics minimum scores	Spring 2021

Year 4:

Plan

Plan for Improvement	Timeline	Responsible Person
Use Advisory Team to determine critical	Fall 2021	Keith Hardy
Improve critical thinking processes		

Student Learning Assessment Report (SLAR)

Department: Kinesiology

Academic Program Evaluated: Exercise Science

Program Review Year: 2019-2020:

	Year 1 Academic Year: 2017-2018	Year 2 Academic Year: 2018-2019	Year 3 Academic Year: 2019-2020
Faculty members involved in this assessment process: (List all faculty members who participated: program coordinator, reviewers, committee members, etc.)	Kevin King	Kevin King	Kevin King
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:	Count of student SIS ID = 24

Instrument(s) used in assessment: (List the exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Exercise Program Assignments (EXER 366, EXER 400) Capstone Project Presentation (EXER 496)	Exercise Program Assignments (EXER 366, EXER 400) Capstone Project Presentation (EXER 496)	Exercise Program Assignments (EXER 366, EXER 400) Capstone Project Presentation (EXER 496) Mean score EXER 1= 3.0 Mean score EXER 2= Not collected Mean score EXER 3= 2.92 Mean Score EXER 4= 3.5 Mean score EXER 5= 3.4

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	Collection and grading of comprehensive final exam, journal article critiques using rubric (see attached), and presentation score using rubric	Collection and grading of comprehensive final exam, journal article critiques using rubric (see attached), and presentation score using rubric (see attached).
Results of Assessment: (List the findings in summary format as narrative.)			These data demonstrated student competence in 3/5 outcomes. One outcome data set was not collected (EXER 2).

Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)			

Row Labels	Average of outcome score	Count of student sis id
EXER 366 LEC 1 The Theory and Methodology of Resistance Training	**2.92**	**13**
EXER 3	2.92	13
EXER 400 LEC 1 Exercise Assessment and Prescription	**3.50**	**6**
EXER 4	3.50	6
Grand Total	**3.11**	**19**

Row Labels	Average of outcome score	Count of student sis id
EXER 496 LEC 2 Professional Seminar in Exercise Science	**3.40**	**5**
EXER 5	3.40	5
Grand Total	**3.40**	**5**

Strengths: (From the 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		Strengths shown from student performance are their ability to assess health status of people of various populations and to provide them with appropriate exercise programs. Students also are well equipped with their working knowledge of exercise science principles, theories and techniques.

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 Couse Commons.	Collect Fall 19 data to include EXER 4 & 5	Data needs to be collected in order to evaluate EXER 2. This data became very difficult and cumbersome to collect due to the class size and the manner in which it was to be collected. I higher skill level will also be targeted for students ability to plan exercise programs New data collections point(s) will need to be identified for EXER 2. Additional time/emphasis will be placed in EXER 366 that will increase student performance through increased knowledge of expectations and planning process.

Year 1:

Plan for Improvement	Timeline	Responsible Person
Collect more data	2017-2018	K. King

Year 1:

Improvement Plan	Implementation Date
Include all PLOs, CLOs, etc.	Jan. 2019

Year 2:

Plan for Improvement	Timeline	Responsible Person
Analyze data collected determine if assessments capture	Fall 2019	K. King
intended goal		

Year 2:

Improvement Plan	Implementation Date
Compare and contrast yearly change. Determine better Assessment plan	Spring 2020

Year 3:

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. Make changes to rubrics if	Fall 2020	K. King

Year 3:

Improvement Plan	Implementation Date
Deleted redundant data and edited rubrics minimum scores	Spring 2021

Year 4:

Plan

Plan for Improvement	Timeline	Responsible Person
Use Advisory Team to determine critical	Fall 2021	K. King
Improve critical thinking processes		

Student Learning Assessment Report (SLAR)

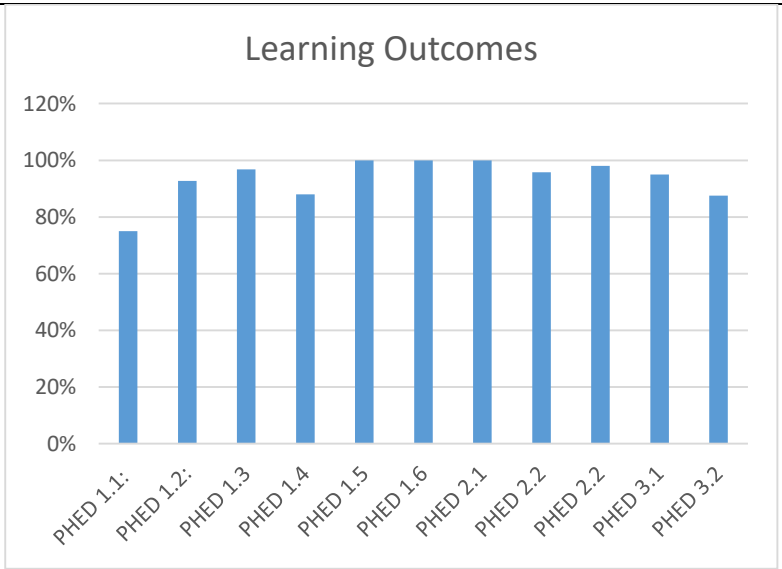
Instructions: This template is a running document of each annual Academic Program Assessment Report due to the department chairs and Provost the last Friday in October. The final report in the document should be the official report of the year of the full Program Review. All reports below use the same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

Department: Kinesiology

Academic Program Evaluated: Physical Education

Program Review Year: 2022/23

	Year 1 **Academic Year:**	Year 2 **Academic Year:**	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.)	Kelly Richardson	Kelly Richardson		
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	Spent the 2018/19 evaluating previous	2019/20 Year Implementing and evaluating new assessment systems and updating PLO's		

exams, standardized tests, portfolios, etc. that were used in the assessment process.)	curriculum maps, assessment systems and PLO's			
Additional Data: (List any additional information/data that informed this report.)				
Methodology: (Explain the method of data collection and the data analysis process.)	Looked at previous coordinators information, and identified areas of strength, and where improvement was needed	Placed rubrics and guidelines associated with the specific Learning Outcomes being identified.		
Results of Assessment: (List the findings in summary format as narrative.)	Re organized content in classes, how sections were structured, and wrote new PLO's	Set new guidelines for class material and preparation for Physical Education students		
Data: (Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)	No PLO data at this time	 Saw improvement in most learning outcomes. Students are able to apply the information they're taking from classes and apply it. The		

		focus of this content area is to give students a better real time knowledge of the every changing climate of physical education. Allowing our students to receive hands on experience and being able to make it applicable in the classroom.		
Strengths: (From the findings, list the areas of strengths that currently exist in the academic program.)	Good job and practicum placement. Good student teaching reviews. Our students are sought after in the PE profession	Students continue to be highly sought after from various school districts. Good placement in practicums and student teaching assignments. Majority of graduates were able to find full time employment within school districts. Students are receiving the opportunity to have a hands on experience through various experiences in the Physical Education program.		
Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the academic program.)	Helping students identify lesson plan structure, and importance of DESE standards and expectation.	Student continuing to be comfortable within the classroom setting, and helping them understand and organize the requirements for DESE. Needing improvement in PHED 1.1 and 1.4 content areas and understanding. Making sure students are fully grasping this material and information.		

Year 1:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
Helping students seek out opportunities for professional development.	Summer of 2020	Kelly Richardson Adjunct Faculty
Breaking down lesson plan development and implementation	Summer of 2020	Kelly Richardson Adjunct Faculty
Going through curriculum map and assessment system to update	Summer of 2020	Kelly Richardson

Year 1:

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

If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date
NA	

Year 2:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person
Continuing to help students find and understand the best placement to suit their strengths	Summer of 2021	Kelly Richardson
Help our students build stronger relationships and ties within the local education system	Summer of 2021	Kelly Richardson
Implementing new curriculum put into place the 19/20 school year.	Summer of 2021	Kelly Richardson

Year 2:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date
Kept students connected with local school districts through observations and student teaching placements	19/20 school year
Helped students better understand and be proficient in Lesson Plan development, strategy, and implementation	19/20 school year
Updated all PLO's and curriculum for the 19/20 school year	19/20 school year

Year 3:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 3:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

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.)

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Plan for Improvement	Timeline	Responsible Person

Year 4:

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

*If an A.A. degree is part of this program, describe how the changes to this program affect the A.A. degree, if any.

Improvement Plan	Implementation Date

Academic Program Assessment Report

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

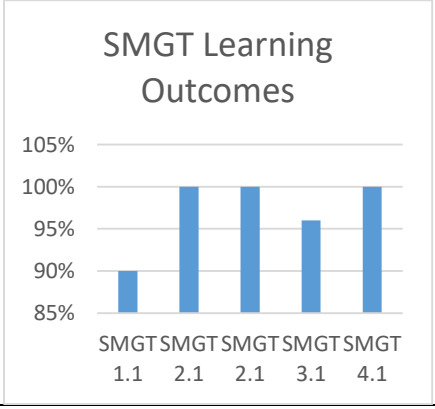
Academic Program Evaluated: Sport Management

Program Review Year:

	Year 1 **Academic Year:**	Year 2 **Academic Year:**	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.)**	Kelly Richardson Kevin King			
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: 9 Sophomores: 7 Junior:10 Senior: 5 Graduate: 3	Freshmen: Sophomores: Juniors: Seniors: Graduate:	Freshmen: Sophomores: Juniors: Seniors: Graduate:
Instrument(s) used in assessment: **(List the**	Assignments used for assessment: Sport Travel	Analyzing data taken from our learning outcomes to get a better understanding of how our students are applying the knowledge and		

		material they're being given within the classroom, and within their practicums and internships.		

exams, standardized tests, portfolios, etc. that were used in the assessment process.)	Budget/Facility Analysis/Youth Sport observations/Practicum/ Internships	These outcomes were set on various assignments and exams that focus on particular areas of focus within the Sport Management field.		
Additional Data: (List any additional information/data that informed this report.)	Observation and interaction with students in various sport management settings	Current practicums and internships allowed us to evaluate Sport Management students in the work place. These items were spread out amongst working individuals here on Evangel's campus (ex. Athletics information, various sports and coaches, recreation center on campus), and out in the local community as well as other areas of the country (Missouri Sports Hall of Fame, Sport management related marketing firms and organizations around the United States)		
Methodology: (Explain the method of data collection and the data analysis process.)	Rubric on course commons for assignments/practicums/ internships	Rubric and outcome attached to the course: including assignments/exams/practicums and internships		
Results of Assessment: (List the findings in summary format as narrative.)	Need to complete data collection over the course of	Data gathered below allowed us to see where our students are understanding content well, and where our focus moving forward needs to be.		

Data: **(Provide the graphs, charts, etc. that were used to show data results. Do not include the actual data.)**	-SMGT 124: Data collected from rubric did not accurately depict efficiency of student success. Rubric is being adjusted to better represent data being collected. -SMGT 301/497: Practicums and Internships showed 100% development and success. -SMGT 222 Facility Management: Current data shows 81% student success rate. -PHED 328: Data showed 100% student success rate.	Data shows a good knowledge base of all 4 areas of focus, with a lower understanding coming from outcome 1.1: *Describe how sport is a medium for integrating gender issues, ethnic and religious diversity, and social behavior*. Our data allows us to see how students are able to grasp our current material, and make it applicable in today's sport management climate. This also is facilitated through current practicums and internships allowing students to see these topics and areas of focus in the current workplace environments. 		
Strengths: **(From the findings, list the areas of strengths that currently exist**	All programs in the Kinesiology department have CLO's, PLO's, Outcomes and Rubrics on	Our Sport Management students are getting excellent hands on experiences here on our campus, in our community, and throughout the country and abroad allowing them to have a better understanding of various opportunities with the SM field. Our students are thriving in their practicums and internships, and efficiently creating good		

		networking opportunities that will allow them enter into businesses and organizations once they've graduated		

in the academic program.)	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.			
Areas in need of improvement: (From the findings, list the areas of weakness(s) that currently exist in the academic program.)	Still Collecting Data	Our area of focus of improvement will be centered on Diversity, Gender, Ethnic, Social and Religious views and how these areas affect the Sport Management field. In our current climate there is not better time than now to help our students better prepare for the various topics they'll face in all of these categories.		

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
Continue to collect Data	Fall/Spring 2019-2020	Kelly Richardson

Year 1:

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

Improvement Plan	Implementation Date
Continue to collect Data	Present

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
Continue to collect Data	Fall/Spring 2020-2021	Kelly Richardson

Year 2:

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

Improvement Plan	Implementation Date
First collection of Data	Fall/Spring 2019/20

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
Continue to collect data	Fall/Spring 2021-22	Kelly Richardson

Year 3:

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

Improvement Plan	Implementation Date
Continue to collect data	

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
Continue to collect data	Fall/Spring 2022-23	Kelly Richardson

Year 4:

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

Improvement Plan	Implementation Date
Continue to Collect Data	