

**Major Field Assessment Report
B.A., Kinesiology
Spring 2003**

GOAL 1

Graduates with a B.A. in Kinesiology will possess the knowledge, skills, and dispositions required of Health/Kinesiology professionals as they deliver instruction, treatment, or services to clients.

A. Expected Outcome

Graduates will demonstrate the ability to implement knowledge and skills, specific to areas of study, in the planning and delivery of instruction, treatment, and/or services.

Assessment

- 1. 80% of students will be evaluated favorably during the senior-level practicum experience on items focusing on planning for delivery of instruction, treatment, or services.*

Summary of data: Overall, on items focusing on planning for delivery of instruction, treatment, or services, an average of 89% of seniors achieved criterion levels. One subgroup – students in the Athletic Training Program – failed to reach the 80% criterion.

Changes made to improve performance: The Athletic Training Program made changes to clinical instruction which included requiring clinical instructors undergo formal training to better function as mentors, reducing the number of students assigned to each clinical instructor, adding 2 new courses (ATHT 370 and ATLB 371) where students learn about treatment protocols, and modified the emphasis throughout the program to focus not on treatment but to goal outcome results (returning the athlete to play).

- 2. 80% of students will be evaluated favorably during the senior-level practicum experience on items focusing on effectiveness of delivery of instruction, treatment, or services.*

Summary of data: Overall, on items assessing this factor, 91% of students reached criterion levels. The Athletic Training subgroup failed to reach criterion levels on two items.

Changes made to improve performance: To improve this area, changes to clinical instruction were implemented (requiring clinical instructors undergo formal training to better function as mentors, and reducing the number of students assigned to each clinical instructor). An effort has also been made to better enforce policies with regard to supervision of students by clinical instructors at all times during practica.

B. Expected Outcome

Graduates with a B.A. in Kinesiology will demonstrate appropriate professional dispositions as they work with students and clients.

Assessment

1. *80% of students will be evaluated favorably during the senior-level practicum experience on items focusing on the establishment of working relationships with others in the workplace.*

Summary of data: Overall, on items assessing this factor, 97% of students reached criterion levels, and all subgroups demonstrated goal criteria attainment. No changes were deemed necessary at this point.

2. *80% of students will be evaluated favorably during the senior-level internship/student teaching experience on items focusing on the demonstration of initiative and independence.*

Summary of data: Overall, on items assessing this factor, 91% of students reached criterion levels, and all subgroups reached criterion goals. No changes were deemed necessary at this point.

GOAL 2

Graduates with a B.A. in Kinesiology will possess the knowledge required of entering Health/Kinesiology professionals as measured by national certification examinations.

C. Expected Outcome

Graduates with a B.A. in Kinesiology will demonstrate an acceptable level of professional knowledge in their area of study as reflected by meeting state or national criteria on licensure examinations.

Assessment

1. *Students will be meet "passing" criteria on licensure examinations at a level equal to or greater than that of state or national passing rates.*

Summary of data: We assessed passing rates of our students as compared to state or national rates for comparable programs relative to 3 certification examinations.

- The passing rate for Teacher Education students on the PRAXIS Physical Education Specialty Exam was 95% (the state passing rate = 92%).
- Six students in the Health Promotion/Exercise Science concentration took the CHES Exam, 4 passed (67%). This is somewhat below the national passing rate of 73%.
- Fewer students attempted the NATA-BOC exam (5) and only 1 passed (20%). This is below the national "first-time passing rate." Further examination of these data indicated our students performed very well on two parts of this exam, and poorly on 1 part.

Changes made to improve performance:

- The CHES Examination is more often taken by graduate students, less often by undergraduates. However, it is believed that the creation of a new degree in Health Promotion and Education will result in improved performance on this exam, and will also result in more of our undergraduates taking it. This new degree went into effect in the Spring 2003 semester.
- In response to poor scores on the “Written Simulation” portion of the NATA-BOC Exam, the Athletic Training Program added four “clinical integration” labs, that promote learning over time and reviews material learned previous semesters. Several courses were also changed to involve “case studies and experiential journals,” where students have to use critical thinking skills and provide rationales for specific treatments and protocols used. Finally, a computer program that simulates the NATA-BOC written simulation portion was purchased by the department and students have access to use it throughout the semester.

GOAL 3

Graduates with a B.A. in Kinesiology will evaluate aspects of their undergraduate preparation favorably on the Exit Survey and Alumni Survey.

D. Expected Outcome

Graduates with a B.A. in Kinesiology will express satisfaction with the preparation they received relative to specific items pertaining to the quality of instruction and experiences.

Assessment

1. *On the exit survey of graduates, 75% of undergraduates will express satisfaction with the preparation they received (indicate 4 or 5 on a 5-point scale) on the following items:*
2. *75% of students who complete the Survey of Undergraduate Alumni will express satisfaction (indicate 4 or 5 out on a 5-point scale) on the following items:*
 - *Overall quality of your degree program*
 - *Effectiveness of the faculty as teachers*
 - *Quality of instruction in advanced courses*
 - *Practicum, internship, clinical, or other hands-on experiences outside the classroom*
 - *Quality of instruction regarding standards and ethics in your major field*

Summary of data: The average number of students reporting satisfaction to goal levels on these items were 80% on the Senior Exit Survey, and 78% on the Survey of Undergraduate Alumni. The goal of 75% was reached on almost all items, and those failing to reach this level approached it (e.g., 70-74%).

3. *75% of students who complete the Survey of Undergraduate Alumni will express satisfaction with the effectiveness of the experiences at SLU in preparing them for graduate/professional school (indicate “effectively” or “very effectively”).*

Summary of data: 67% of students indicated their undergraduate experience prepared them effectively or very effectively for graduate/professional school. Our goal was 75%.

4. *75% of students who complete the Survey of Undergraduate Alumni will express satisfaction with the effectiveness of the experiences at SLU in preparing them for employment or improving their job performance (indicate "effectively" or "very effectively").*

Summary of data: This assessment was added to our MFA plan in response to MFA procedures and our understanding that an item would be included in the Survey of Undergraduate Alumni specifically focusing on it. However, the two most recent summaries of the Alumni Survey available for this report did not provide this data. It is our understanding that this item was added to the survey and will be included in future reports.

Changes made to improve student evaluation of our program:

In recent years, our undergraduate curriculum has changed dramatically, and it is our belief that these curricular revisions will enhance students' evaluations of their undergraduate experience.

- A concentration in Exercise Science has been added to the program, designed specifically for students seeking a focused program on Exercise Science to be used as preparation for graduate education in Exercise Science/Kinesiology, or as preparation for careers in Physical Therapy, Occupational Therapy, or other such allied health careers requiring an undergraduate degree as a prerequisite to entry.
- We also "splintered off" two concentrations in the B.A. in Kinesiology, forming two separate degrees: Athletic Training, and Health Promotion and Education. Both of these degrees began accepting students in the Spring 2003 semester. Prior to this, these were concentrations of the B.A. in Kinesiology degree, and students were required to take the "Kinesiology core" courses. Faculty and students in both of these programs expressed the opinion that some core courses were not strongly related to their areas of study. It is our belief that the creation of separate degrees in Athletic Training and Health Promotion and Education will allow these curricula to better focus courses on the areas of study, thereby improving the quality of the degree, and subsequently improving students' opinions of them.
- A third set of changes made to our undergraduate program is in the area of advising. We now require students to be advised prior to registering for all semesters, whereas in the past we did not. It is expected that increased advising will also impact students' opinions of their Southeastern experiences.

Plans for future MFA documents

With the curricular changes to our undergraduate program, this document will be amended to reflect assessments for the following concentrations: Teacher Education, Exercise Science, Sport Management, and Fitness and Exercise [tentative title for a concentration that has yet to be named]. In addition, we realize that better coordination of the senior-level practica assessments is needed and they will be changed to better allow us to summarize data.

Separate MFA plans will be created for the B.S. in Athletic Training and the B.S. in Health Education and Promotion.

In addition, we understand that our department may add items to both the Senior Exit Survey and the Survey of Undergraduate Alumni that focus on topics specific to our students. We plan to add items to both, with at least one item addressing GOAL 4 on both surveys. We also plan to explore surveying employers of our graduates, with a survey being sent to employers identified by graduates on the Alumni Survey.