

Report of Student Learning and Achievement
Concordia University Irvine
School of Health and Human Sciences – Kinesiology Program

For Academic Year:	2024-2025
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School of Health and Human Sciences Mission
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Kinesiology Program Purpose

Guided by the Great Commission of Jesus Christ and as a Lutheran liberal arts institution, **the School of Health and Human Sciences (SHHS)** is committed to preparing students to become servant leaders and societal agents of change.

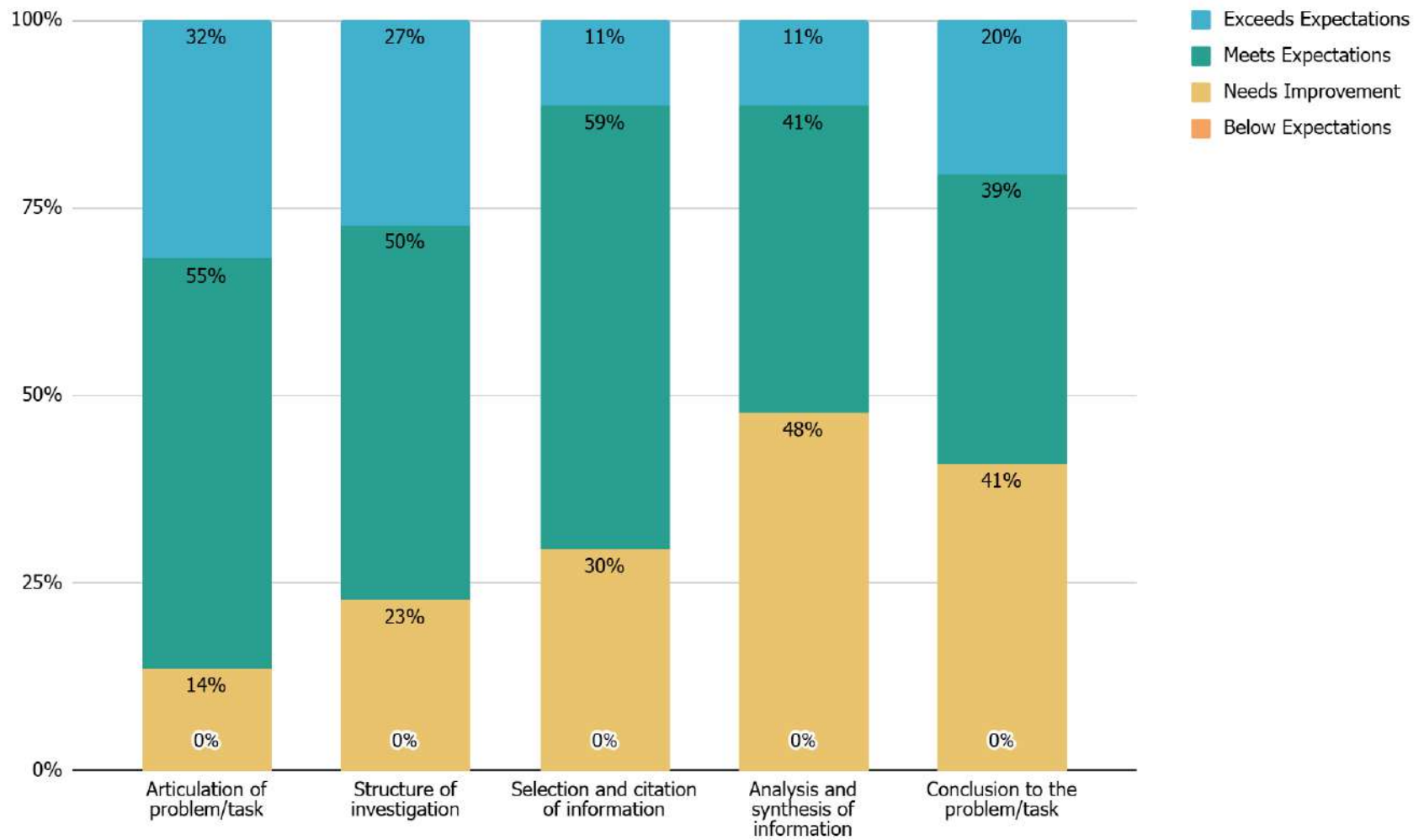
The goal of the **Kinesiology Department** is to develop students' cognitive, affective, and psychomotor abilities as preparation for a lifetime of learning. The department presents conceptual and applied content that includes kinesiology, exercise science, allied health, wellness, sport science, and physical education.

Program Learning Outcomes (PLOs)

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| 1. Demonstrate effective written communication skills in the discipline of Kinesiology. |
| 2. Demonstrate effective oral communication skills in the discipline of Kinesiology. |
| 3. Articulate, apply, and analyze scholarly resources to integrate best practices in the discipline of Kinesiology. |
| 4. Recognize and evaluate current conditions, and practices in the discipline to formulate, create and implement an appropriate response. |
| 5. Model Christian leadership principles. |
| 6. Seek opportunities to serve the community through their vocation. |
| 7. Demonstrate respect for peoples of diverse backgrounds, experiences, and needs and articulate and develop healthy lifestyle choices and practices. |
| 8. Use the most current and effective evidence based practices in the discipline of Kinesiology. |

Program Assessment Overview Aligns with ULO: Systematic Inquiry			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Systematic Inquiry: Articulate, apply, and analyze scholarly resources to integrate best practices in the disciplines of Kinesiology	KIN 365 - Major Research Paper	75% acceptable standard	Percentage of students who met or exceed expectations: Articulation - 86% Structure - 77% Selection - 70% Analysis - 52% Conclusion - 59%

Program Assessment Results



Summary of Program Assessment Findings

Results for KIN 365: Fifteen of 22 students (68%) scored above or equal to the criteria of 15 out of 20 on systematic inquiry. Seven of 22 students (32%) scored below the expectation of 15 out of 20. When analyzing the individual criteria the analyses were more telling. Nineteen of 22 students were able to articulate the problem/task (86%), 17 of 22 (77%) were also able to structure the investigation, and 16 of 22 (70%) were able to select and cite information. Analysis and synthesis of information was achieved by 12 of 22 students (52%) and 13 of 22 (59%) were able to create a meaningful conclusion to the problem/task. The overall results DID NOT meet our expected standard of 75% for this Learning Outcome.

The KIN Department assessed Systematic Inquiry in 2018-2019 and 2019-20 and we see some changes, but not yet to our expected standard. In the 2018-2019 assessment of SI, 53.48% of the students met expectations of 75%, however, in the 2019-2020 assessment, 82.61% met expectations of over 75% standard. This year's assessment is 68% meeting the expected 75% standard. This is disappointing.

Between 2018-2019 we changed the name of the Department to Kinesiology and created a greater emphasis on research reading, research processes, and research writing. We began a Foundations of Kinesiology course and began emphasizing more research in our 300 and 400 level classes. The positive effects for 2019-2020 were evident. We now must explore why our current students did not do as well.

First, it is likely that although we have emphasized the importance of research, we have not done our due diligence on how to write a research paper. We do need to note that 86% of papers were able to articulate and analyze the task, 77% of papers were able to structure the investigation, 70% of papers were able to properly cite information, 59% were able to lead the reader to a meaningful conclusion, and 52% were able to synthesize and analyze information. Thus, we are able to do some things well in teaching our students about writing research papers, and we need to improve in other areas. The KIN Department needs to do a better job with teaching proper citation, synthesizing and analyzing research, and with leading the reader to a meaningful conclusion.

The Department has recently restructured the core curriculum by adding a Foundations of Motor Behavior class and a Foundations of Kinesiology Research that each KIN student will need to take. Both of these classes are designed to lead KIN students to more systematic inquiry. In another line of thinking, we have many transfers who enter our program from other schools who have taken a class similar to our Foundations of Human Movement Studies and thus do not take our class. However, it is probable that many of these students do not get the same type of education regarding systematic inquiry that our four year students receive. The new core classes added to the curriculum could change that dynamic and get all students on the same page of systematic inquiry. As you look at the data, it only takes 4 student to lower the percentages from "meets expected standards" to "does not meet expected standards"

Summary of Achievement Outcomes Aligns with ULO: Systematic Inquiry		
2024-2025 PLO Assessed	Student Evidence: Major Research Paper	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Articulation of Problem / Task	Met	
Structure of Investigation	Met	
Selection and Citation of Information	Not Met	
Analysis and Synthesis of Information	Not Met	
Conclusion to the Problem / Task	Not Met	

Program Proposed Course of Action for Improvement in Learning Outcomes
The KIN Department needs to do a better job with teaching proper citation, synthesizing and analyzing research, and with leading the reader to a meaningful conclusion.