

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

For Academic Year:	2025-2026
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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.

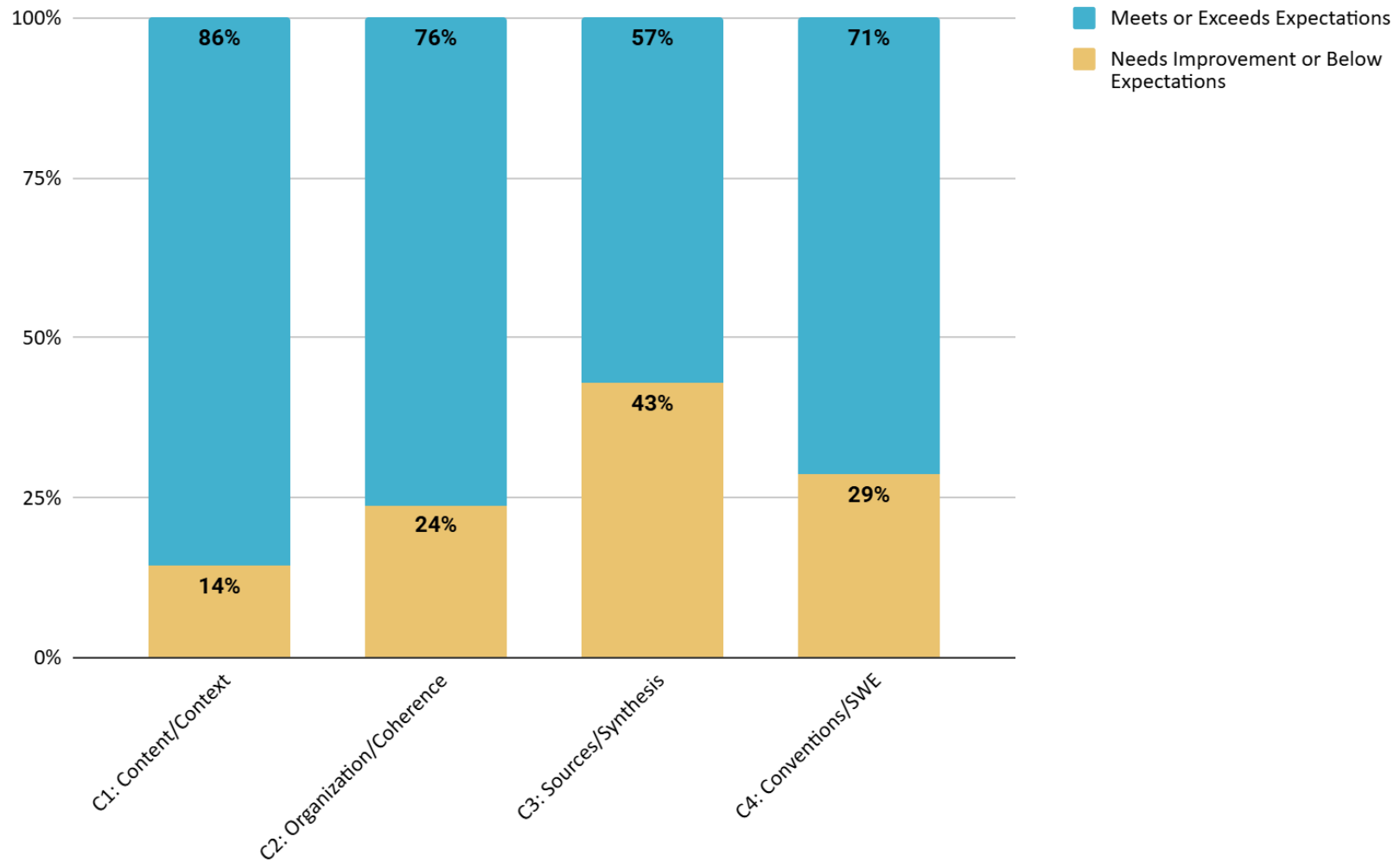
Program Learning Outcomes (PLOs)

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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 opportunity to serve the community through their vocation. |
| 7. Demonstrate respect for peoples of diverse background, 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. |
| 8. Students will use the most current and effective practices in the disciplines of Kinesiology evidence based practice. |

Program Assessment Overview Aligns with ULO: Written Communication / Oral Communication			
PLOs Assessed	Evidence and Assessment Instrument	Performance Objectives (Targets/Criteria) Measures:	Results for Measures of Student Learning:
Demonstrate effective written communication skills in the discipline of Kinesiology.	KIN 410 : Statistics and Measurement - Final Written Report	75% scoring 3 or higher (acceptable) in overall score and across the subdomains	Written Communication Percentage of students who met or exceed expectations: Content / Context - 87% Organization / Coherence - 76% Sources / Synthesis - 57% Conventions / SWE - 71%
Demonstrate effective oral communication skills in the discipline of Kinesiology.	KIN 409: Research in Kinesiology - Final Research Presentation	No students were enrolled in this class this year, and thus the assessment could not be done.	Oral Communication Percentage of students who met or exceed expectations: Organization - N/A Language - N/A Delivery - N/A Supporting Material - N/A Central Message - N/A

Program Assessment Results

Written Communication



Summary of Program Assessment Findings

Overall results for KIN 410 showed that eleven (11) of 21 students (52%) scored above or equal to the criteria of 15 out of 20 on written communication. Unfortunately, 10 of 21 students (48%) scored below the expectation of 15 out of 20. Thus, our Kinesiology students did not meet expectations for overall written communication.

When analyzing the individual criteria the analyses were more telling.

- 18 of 21 (87%) students were able to articulate the content/context, meeting expectations.
- 16 of 21 (76%) had appropriate organization/coherence, meeting expectations.
- 12 of 21 (57%) had adequate sources/synthesis, not meeting expectations.
- 15 of 21 (71%) students had adequate conventions/SWE, almost meeting expectations.

The overall results DID NOT meet our expected standard of 75% for this Learning Outcome. Two domains did reach the expectation of 75% for content/context and organization/coherence. Conventions/SWE approached expectations of 75% success, and sources/synthesis was not met at 57%.

From this exercise, we learned that as a Department we are doing a good job with the domains of content writing and context writing, especially in regards to scientific writing and research reporting. We are doing a good job in teaching our students in regard to organization and coherence in their writing skills. This is not only from within the Department, but also due to the writing and research class. We also learned that we are doing adequate with the conventions domain, as we just missed the expected standard. We learned that we are falling short in regards to sources. This result was shown last year with the Systematic Inquiry APLO where our students did not meet expectations with use of sources. As noted in section 1, we have taken steps to enhance research writing skills in three classes, however these results will not be shown until post 2028 APLO assessments. As a Department, we will assess our curriculum, as we always do, to ensure our students are learning how to write scientific reports and papers.

Another item learned is organizational in that we again must iterate that the Writing and Research class must include APA writing style in their curriculum. This is a preferred notation of sources in many disciplines, and yet, W&R class only teaches MLA. We were promised when the Q&I curriculum was offered that if we kept writing and research, that APA style would be taught. That promise was not kept. Perhaps it is time to once again review the Q&I courses and determine whether there needs a change in writing style citation outcomes. We have learned that we must do this on our own, at a Department level. The data from this APLO analysis and last year's APLO analysis showed citation of sources was the major draw back for our overall results. We have done our part to modify our curriculums to meet university expectations. Our work with future students will see if what we do has lasting effects on writing, but we think the writing and research class must do more as they are the starting point of university level writing for most CUI students.

We in Kinesiology also have many transfer students, perhaps as much as 45% of our students. These students often come into the university with weaker writing skills, and limited scientific writing skills. As a Department, we are teaching how to write within the discipline of Kinesiology, but

many of our transfer students are deficient when they arrive at CUI. It is reasonable for the institution to assess and appraise transfer students' writing skills to determine if remediation is warranted for those with deficient skills and abilities.

Summary of Achievement Outcomes Aligns with ULO: Written Communication / Oral Communication		
2025-2026 PLO Assessed: Written Communication	Student Evidence: KIN 410 : Statistics and Measurement - Final Written Report	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Content / Context	Met	
Organization / Coherence	Met	
Sources / Synthesis	Not Met	
Conventions / SWE	Not Met	
2025-2026 PLO Assessed: Oral Communication	Student Evidence: KIN 409: Research in Kinesiology - Final Research Presentation	Student Evidence: N/A
Criterion Measured	Performance Target Was...	Performance Target Was...
Organization	N/A	
Language	N/A	
Delivery	N/A	
Supporting Material	N/A	
Central Message	N/A	

Program Proposed Course of Action for Improvement in Learning Outcomes

Results were disseminated to all Kinesiology faculty and the Dean of Health and Human Sciences via email. When we are all back to campus in August we will have Department meetings to review the results, recommendations and if needed respecifying of assessment and curriculum.

As a Department we need to look at sourcing of materials and references. We should also look at how AI is used and how we can notice the use of AI. AI can be used to make some tasks more efficient, but it should not be used as a substitute for critical thinking.

Our overall plan is to work together in August to determine the best way to improve our curriculum to enhance student learning. As those who sit on Academic Council can attest, we in Kinesiology are always working to improve our curriculum with major and minor changes in class content, class assessment, and class learning outcomes.