

**San Francisco State University**  
**Inventory of Program Assessment Activities, 2009-2010**

The Department of Kinesiology has developed and continues to refine assessment activities for its three programs: 1) BS in Kinesiology: Concentration in Exercise and Movement Sciences, 2) BS in Kinesiology: Concentration in Physical Education, and 3) MS in Kinesiology. The first and third programs have revised curricula and so the assessment activities have only recently been developed. However, it is important to note here that the objectives for the Physical Education program are largely determined by standards mandated by the State of California, such that there is little flexibility for modifying that aspect of the assessment procedure. We received approval (accreditation) from the California Commission on Teacher Credentialing (CCTC) in Spring of 2009, so the program has only been in practice one year. The document which approved our program as meeting the Standards for the State of California Single Subject credential in teaching Physical Education contains the objectives for the concentration as well as an assessment plan to determine how well those objectives have been met. The process of submitting our document to the CCTC was long and arduous; however, our program is now viewed as the “standard” by which other Physical Education programs are measured within the State of California.

The assessments chosen by the Department are both formative and summative. While we acknowledge a tendency to rely more on summative assessments than formative assessments and to focus on students who are about to graduate from the programs, we are committed to developing more formative assessments and to collecting data at multiple times during a student’s tenure in the program to determine when the objectives are accomplished and to chart the students’ progress toward accomplishing the objectives. With the latter point in mind, we have already developed a comprehensive curricular mapping for the BS Concentration in Physical Education to indicate when the various objectives are introduced, developed and practiced with feedback, and developed at the mastery level appropriate for graduation. We are in the process of developing the same type of curricular mapping for the two other programs, and we hope to have this done for the Graduate program in our next assessment.

Finally, it is relevant to note here that we assess the students’ impressions of their ability to accomplish each of the program objectives during the exit interview that all students are required to undertake immediately prior to graduation. Though this unique “phenomenological” assessment does not provide direct insight into whether students *can* accomplish the objectives, we feel it provides important information about the students’ sense of readiness to apply what they have learned to the next phase of their professional experience. In addition, the students’ impressions of their weaknesses can help us to determine which objectives we might want to focus on assessing more rigorously and objectively. The year listed in parentheses (2011) marks the next time this objective is to be assessed.

**The following Exercise and Movement Sciences concentration objectives were assessed for this report:**

5. Students will understand the limits of human performance and demonstrate knowledge of ways to enhance performance.

6. Students will be able to assess, analyze, and evaluate movement, fitness, and skill.
7. Students will demonstrate knowledge of the conditions of safe practice in physical activity contexts.
8. Students will be able to find, organize, critically analyze, and effectively communicate information relevant to kinesiology.

**The following Physical Education concentration objectives were assessed for this report:**

1. Students should be able to demonstrate the philosophical, historical and ethical/legal foundations of Physical Education as profession and educational standards.

**The following MS in Kinesiology objectives were assessed for this report:**

6. Students will become critical consumers of the literature in kinesiology and will have the skills and knowledge to make contributions to that literature.

**San Francisco State University**  
**Inventory of Program Assessment Activities, 2009-2010**

**Program/Degree: B.S. in Kinesiology: Concentration in Exercise & Movement Sciences College: CHHS Date: November 2010**  
**Program Mission:** To prepare students who can apply kinesiological principles to the acquisition, performance and refinement of motor skill and to the use of physical activity as an educative tool and a medium for health promotion, personal well-being, and participation in an active life-style.

<b>Measurable Learning Outcomes</b>	<b>Place in the curriculum where objective is addressed</b>	<b>Academic Year outcome was/will be assessed</b>	<b>Assessment/Procedures Methods/Strategies</b>	<b>Summary of findings about student learning</b>	<b>Use of findings for program improvement</b>
1. Students will demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities	KIN 100-280 <b>ID</b> KIN 305 <b>DM</b> KIN 306 <b>DM</b> KIN 307 <b>DM</b> KIN 309 <b>DM</b> KIN 350 <b>ID</b> KIN 483 <b>M</b>	2006 (2010)	Faculty advisors use the exit survey to determine the number of different activity courses and/or activity certifications each graduating senior has acquired.  Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.	All of the 124 students who graduated in 2006 had developed knowledge of and skill in a variety of activities, though there was a tendency to gravitate toward fitness activities rather than teams sports or dance.	We will re-implement an assignment in our introductory class (Kin 350) that requires students to identify their strengths and weaknesses in movement and fitness and develop an activity profile in consultation with their faculty advisor. Advisors will encourage students to take team sport or dance classes, if appropriate.
2. Students will understand the biological,	BIO 100 <b>I</b> BIO 230 <b>I</b> BIO 328 <b>IDM</b>	2007 (2010)	Faculty critique of Task Analysis project in KIN 350 and KIN 697/98 that	85% of students in 350 were able to pass this assignment compared	The statistics support the notion that very early in the program students are capable

<p>physical, behavioral, and psychological bases of movement</p>	<p>BIO 610,611 <b>I</b>          CHM 101,102 <b>I</b>          CHM 115 <b>I</b>          PHY 101,102 <b>I</b>          PHY 111,112 <b>I</b>          KIN 350 <b>ID</b>          KIN 355 <b>ID</b>          KIN 437 <b>DM</b>          KIN 480 <b>DM</b>          KIN 482 <b>DM</b>          KIN 483 <b>DM</b>          KIN 485 <b>DM</b>          KIN 487 <b>IDM</b>          KIN 504 <b>IDM</b>          KIN 536 <b>DM</b>          KIN 537 <b>DM</b>          KIN 538 <b>DM</b>          KIN 636 <b>DM</b>          KIN 663 <b>DM</b>          KIN 680 <b>M</b>          KIN 683 <b>M</b>          KIN 697/98 <b>M</b></p>		<p>requires a systematic breakdown and analysis of task, environmental, and organismic constraints associated with a particular activity. 350 and 697/98 are at the beginning and end of the curriculum, providing an interesting comparison across cohorts of students with different numbers of years in the program.</p> <p>Faculty critique of research papers in selected classes and breakdown of % of students who are able to correctly answer questions on final exams that deal with the objective. This assessment is currently being refined.</p> <p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p>	<p>with 99% of students in 697/98.</p> <p>We were able to conduct this assessment in 11 of the 17 Kin classes that address the objective. Across those classes, students averaged 77% correct responding on the questions designed to address the objective.</p> <p>On a 5 point Likert scale anchored at “strongly disagree” &amp; “strongly agree”, students “agreed” that they could meet the objective</p>	<p>of analyzing the various factors that constrain the organization of movement. However, we plan to refine this assignment so that we can assign a quantitative score that will permit a better comparison of student performance at the beginning and the end of their program of study. The current scoring rubric is probably not sensitive enough.</p> <p>We will attempt to assess this objective in all 17 classes next time to get a clearer picture of how well students are able to meet this objective. This will also allow us to compare classes in which the objective is introduced, developed, and mastered.</p> <p>We continue to discuss how to improve students’ mastery of this objective.</p>
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<p>3. Students will be able to discuss sociocultural, historical, and philosophical perspectives on kinesiology</p>	<p>KIN 322 <b>ID</b>  KIN 331 <b>ID</b>  KIN 350 <b>ID</b>  KIN 434 <b>ID</b>  KIN 457 <b>IDM</b>  KIN 486 <b>ID</b>  KIN 487 <b>ID</b>  KIN 489 <b>IDM</b>  KIN 502 <b>IDM</b>  KIN 504 <b>ID</b>  KIN 537 <b>ID</b>  KIN 538 <b>ID</b>  KIN 539 <b>ID</b>  KIN 697/698 <b>M</b></p>	<p>2008 (2010)</p>	<p>Faculty critique of research papers in selected classes and breakdown of % of students who are able to correctly answer questions on final exams that deal with the objective. This assessment is currently being refined.</p>	<p>We chose to focus our analysis on the three classes in which the objective was introduced, developed and mastered. 88% of the students met the objective. Of those 88%, 30% had achieved clear mastery of the objective and another 42% were close to achieving clear mastery.</p>	<p>We are pleased, but not surprised by these findings given the effort we put into this objective. The sociocultural, historical, and philosophical aspect of our program has always been strong. Nevertheless, we will continue to track students' progress on this objective and we will attempt to gauge "when" students achieve mastery of the objective.</p>
<p>4. Students will understand how motor skills are acquired and refined and how fitness is achieved and maintained in relation to various contextual, morphological, and developmental factors</p>	<p>KIN 300 <b>ID</b>  KIN 305 <b>IDM</b>  KIN 306 <b>IDM</b>  KIN 307 <b>IDM</b>  KIN 308 <b>IDM</b>  KIN 309 <b>IDM</b>  KIN 331 <b>ID</b>  KIN 350 <b>ID</b>  KIN 340 <b>ID</b>  KIN 355 <b>ID</b>  KIN 401 <b>IDM</b>  KIN 402 <b>IDM</b></p>	<p>2008 2010</p>	<p>Faculty critique of research papers in selected classes and breakdown of % of students who are able to correctly answer questions on final exams that deal with the objective. This assessment is currently being refined.</p>	<p>For this objective, we focused on the change in performance from our introductory class, Kin 350, to our capstone class, Kin 697/98. Students were understandably less capable of meeting the objective in Kin 350 (65%), however, by the end of Kin 697/98, 92%</p>	<p>Similar to what we proposed above, the challenge for us now is to determine "when" students are capable of meeting the objective. We are also discussing the possibility of refining this objective so that we can identify when students are able to meet the specific sub-objectives embedded within the overall objective.</p>

	<p>KIN 420 <b>IDM</b>  KIN 434 <b>ID</b>  KIN 490 <b>ID</b>  KIN 437 <b>ID</b>  KIN 457 <b>ID</b>  KIN 482 <b>IDM</b>  KIN 483 <b>IDM</b>  KIN 485 <b>IDM</b>  KIN 486 <b>IDM</b>  KIN 487 <b>IDM</b>  KIN 504 <b>DM</b>  KIN 536 <b>DM</b>  KIN 537 <b>DM</b>  KIN 538 <b>DM</b>  KIN 555 <b>DM</b>  KIN 580 <b>DM</b>  KIN 581 <b>DM</b>  KIN 630 <b>M</b>  KIN 636 <b>DM</b>  KIN 663 <b>DM</b>  KIN 680 <b>M</b>  KIN 683 <b>M</b>  KIN 697/98 <b>M</b></p>		<p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p>	<p>of students were able to meet the objective.</p> <p>On a 5 point Likert scale anchored at “strongly disagree” &amp; “strongly agree”, students “agreed” that they could meet the objective.</p>	
<p>5. Students will understand the limits of human performance and demonstrate knowledge of ways to enhance performance</p>	<p>KIN 300 <b>ID</b>  KIN 305 <b>ID</b>  KIN 306 <b>ID</b>  KIN 307 <b>ID</b>  KIN 308 <b>ID</b>  KIN 309 <b>ID</b>  KIN 321 <b>ID</b>  KIN 331 <b>IDM</b>  KIN 350 <b>ID</b></p>	<p>2009</p>	<p>Faculty critique of research papers in selected classes and breakdown of % of students who are able to correctly answer questions on final exams that deal with the objective.</p>	<p>This objective was reviewed in 4 of the major classes in the department: Kin 331, 486, 504 and 555. These classes gave us a “Whole Body” perspective, ranging from the psychological (final</p>	<p>We are pleased that the majority of our graduating seniors feel confident in their abilities to understand the limits of performance, and demonstrate this knowledge on exams, in writing assignments and in class projects. We will continue to</p>

	<p> <b>KIN 355 ID</b>  <b>KIN 401 ID</b>  <b>KIN 402 ID</b>  <b>KIN 437 DM</b>  <b>KIN 480 IDM</b>  <b>KIN 482 IDM</b>  <b>KIN 483 IDM</b>  <b>KIN 485 DM</b>  <b>KIN 486 DM</b>  <b>KIN 487 IDM</b>  <b>KIN 504 IDM</b>  <b>KIN 536 DM</b>  <b>KIN 537 DM</b>  <b>KIN 538 DM</b>  <b>KIN 539 DM</b>  <b>KIN 555 DM</b>  <b>KIN 570 DM</b>  <b>KIN 580 DM</b>  <b>KIN 581 DM</b>  <b>KIN 636 M</b>  <b>KIN 680 M</b>  <b>KIN 690 M</b>  <b>KIN 697/98 M</b> </p>		<p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p>	<p>project of a self performance enhancement manual, or observed a practitioner in their future field of practice and identified what tools he/she used to enhance performance (70% of the students received a “B” or better) to physiological (exams and quizzes showed mastery (“B” or better) of physiological means to enhance performance at 86% of the class) and neurological (using learning principles to enhance skill ( 87% received a “B” or better) aspects of human performance.</p> <p>On a 5 point Likert scale (0= “don’t know” and 4 = “very confident”) students scored 3.2 ± 0.74, (n=156) stating they were “confident” that they could meet the objective.</p>	<p>work on achieving a higher score on this objective by incorporating it into more of our core and elective classes.</p>
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<p>6. Students will be able to assess, analyze, and evaluate movement, fitness, and skill</p>	<p>KIN 300 <b>ID</b>  KIN 321 <b>IDM</b>  KIN 325 <b>IDM</b>  KIN 340 <b>IDM</b>  KIN 350 <b>IDM</b>  KIN 355 <b>IDM</b>  KIN 401 <b>IDM</b>  KIN 402 <b>IDM</b>  KIN 420 <b>DM</b>  KIN 480 <b>IDM</b>  KIN 482 <b>DM</b>  KIN 483 <b>DM</b>  KIN 484 <b>DM</b>  KIN 485 <b>DM</b>  KIN 486 <b>DM</b>  KIN 485 <b>DM</b>  KIN 488 <b>DM</b>  KIN 504 <b>IDM</b>  KIN 536 <b>IDM</b>  KIN 537 <b>IDM</b>  KIN 538 <b>IDM</b>  KIN 539 <b>IDM</b></p>	<p>2009</p>	<p>Faculty critique of research papers in selected classes and breakdown of % of students who are able to correctly answer questions on final exams that deal with the objective..</p> <p>Faculty critique of final research projects in KIN 350 and KIN 697/98 – the entry and exit courses for KIN majors.</p>	<p>This objective was reviewed in 4 of the major classes in the department: Kin 350, 480, 555 and 697/8. These classes span the initial knowledge (350), to the culminating experience (697/8), include 1 additional core classes (480), and one elective course (555) which is specific to this objective. The change in the complexity of the questions and approach to answering questions seen in the class projects comparing 350 to 697/8 demonstrated that 90% of the students projects incorporated advanced</p>	<p>The faculty critiques were performed by all Kin faculty, as we compared the final projects presented in poster format at the movement expo we conduct every year. The statements of “increased depth and understanding” were common. The slightly lower level of confidence stated by our graduating seniors is a little disturbing. In the future, we will need to determine where this is coming from, and how to help them to become more confident in their abilities.</p>
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	<p>KIN 630 <b>DM</b>  KIN 636 <b>DM</b>  KIN 663 <b>DM</b>  KIN 680 <b>M</b>  KIN 690 <b>M</b>  KIN 697/98 <b>M</b></p>		<p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p>	<p>knowledge of their subject matter. In 480 and in 555, practicum exams revealed 71% and 76%, respectively, received a “B” or better, on exams, while 86% and 94%, respectively, and received a “B” or better on their lab reports.</p> <p>On a 5 point Likert scale (0= “don’t know” and 4 = “very confident”) students scored 2.9 ± 0.87, (n=157) stating they were between “confident” and “somewhat confident” that they could meet the objective.</p>	
<p>7. Students will demonstrate knowledge of the conditions of safe practice in physical activity contexts</p>	<p>KIN 100-299 <b>ID</b>  KIN 294 <b>IDM</b>  KIN 295 <b>IDM</b>  KIN 300 <b>ID</b>  KIN 305 <b>IDM</b>  KIN 306 <b>IDM</b>  KIN 307 <b>IDM</b>  KIN 308 <b>IDM</b>  KIN 309 <b>IDM</b>  KIN 321 <b>ID</b>  KIN 340 <b>ID</b></p>	<p>2009</p>	<p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p>	<p>On a 5 point Likert scale (0= “don’t know” and 4 = “very confident”) students scored 3.43 ± 0.68, (n=157) stating they were between “very confident” and “confident” that they could meet the objective.</p>	<p>This was the highest ranking objective we assessed as far as the students confidence level in meeting an objective. We require all Kin majors to take a minimum of 3 activity courses, which all have practical and written examinations. Included in these courses are progressive skill development, safety</p>

<p>8. Students will be able to find, organize, critically analyze, and effectively communicate information relevant to kinesiology</p>	<p>KIN 355 <b>ID</b>  KIN 401 <b>IDM</b>  KIN 402 <b>IDM</b>  KIN 420 <b>DM</b>  KIN 434 <b>IDM</b>  KIN 437 <b>ID</b>  KIN 482 <b>IDM</b>  KIN 483 <b>IDM</b>  KIN 536 <b>IDM</b>  KIN 537 <b>IDM</b>  KIN 538 <b>IDM</b>  KIN 539 <b>IDM</b>  KIN 555 <b>DM</b>  KIN 580 <b>IDM</b>  KIN 581 <b>IDM</b>  KIN 630 <b>DM</b>  KIN 683 <b>M</b></p> <p>KIN 350-699 <b>IDM</b></p>	<p>2009</p>	<p>Faculty critique of student presentations given at the end of the semester in selected classes.</p> <p>Faculty critique of research papers in selected classes.</p>	<p>This objective was assessed in 4 of our core classes (Kin 480, 486, 504, and 697/8). In 480, 82% received a “B” or better grade on their final research projects (both oral and written), 70% received the same score on their final projects in 504 (written only), 82% in 697/8 received a “B” or better on their final presentation, journal</p>	<p>concerns, and application to specific populations where safety is a major issue. We do a good job of letting the students know how to teach and perform activities safely.</p> <p>We chose 4 core classes to assess this objective because we feel that this really represents what we expect our students to get from our program. We were pleased that the majority of the graduating seniors felt confident that they can research a topic, critically evaluate and analyze that topic and then relay that information to others. We give students the tools and</p>
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<p>9. Students will be able to integrate knowledge and skills from the sub-disciplines within kinesiology to address contemporary problems in the field</p> <p>10. Students will be familiar with the standards, ethics, and expectations of kinesiology professionals</p>	<p>KIN 350 <b>ID</b> KIN 697/98 <b>M</b></p> <p>KIN 350 ID KIN 484 IDM KIN 488 IDM KIN 489 IDM KIN 555 IDM KIN 697/698 M</p>	<p>2007 (2011)</p> <p>2008 (2011)</p>	<p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p> <p>Faculty critique of final research projects in KIN 350 and KIN 697/98 – the entry and exit courses for KIN majors.</p> <p>Student self assessment of ability to meet the objective – derived from exit interview of graduating seniors.</p> <p>Headcount of students who regularly participate in professional organizations in the field of Kinesiology.</p> <p>Student self assessment</p>	<p>entries and quizzes, and 80% received the same scores for their final project in 486.</p> <p>On a 5 point Likert scale (0= “don’t know” and 4 = “very confident”) students scored 3.06 ± 0..81 (n=156) corresponding to “confident” that they could meet the objective.</p> <p>The range of scores in 350 was from 65-100. The range of scores in 697-98 was from 85-100.</p> <p>Students “agreed” that they could meet this objective.</p> <p>Less than 10% of our students regularly participate in professional organizations.</p> <p>On exit interviews,</p>	<p>opportunity to practice these skills in numerous classes, so it is rewarding to see they feel confident in their abilities.</p> <p>We plan to have the 697-98 students assist those students who need help with this assignment in 350.</p> <p>We are attempting to build modules into each of our major classes that will force students to engage in integrative thinking.</p> <p>We have already begun to address this problem by providing additional faculty representatives to our undergraduate student organization and by forming a graduate student</p>
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			of ability to meet the objective – derived from exit interview of graduating seniors.	students indicate that insufficient information is provided to help them choose the organizations in which it would be valuable to participate.	organization who will help to mentor undergraduate students. We are exploring additional ways to provide information to students about participating in professional organizations.
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**San Francisco State University**  
**Inventory of Program Assessment Activities, 2009-2010**

**Program/Degree: BS in Kinesiology: Concentration in Physical Education    College: CHHS    Date: November 2010**

**Program Mission:** To prepare students for entry into a teaching credential program and graduate related studies. This course of studies was approved as the Subject Matter Preparation Program in October 2009 by the California Commission on Teacher Credentialing in Physical Education and for departmental standards of competence in the subject matter of Physical Education.

As the program received accreditation in 2009, we have only had one semester to perform our internal evaluation, and our assessment was only completed on one objective.

<b>Measurable Learning Outcomes</b>	<b>Place in the curriculum where objective is addressed</b>	<b>Academic Year outcome was/will be assessed</b>	<b>Assessment/Procedures Methods/Strategies</b>	<b>Summary of findings about student learning</b>	<b>Use of findings for program improvement</b>
1. Students should be able to demonstrate the philosophical, historical and ethical/legal foundations of Physical Education as profession and educational standards.	KIN300 <b>ID</b> KIN305 <b>IDM</b> KIN306 <b>IDM</b> KIN307 <b>IDM</b> KIN308 <b>IDM</b> KIN309 <b>IDM</b> KIN350 <b>ID</b> KIN355 <b>ID</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN457 <b>IDM</b> KIN480 <b>ID</b> KIN486 <b>IDM</b> KIN487 <b>IDM</b> KIN488 <b>ID</b>	2009	Rubrics and Professional Portfolio  Student-self Assessment          Written tests	Kin 401/402/580/581 found 95 % of students demonstrating ethical and legal foundations as profession, the accomplishment of educational standards for PETE (Physical Education Teaching Education) and efficient use of educational standards established by the State of California for public schools.  Knowledge on historical	Continue the dynamic update of courses content demonstrating the influences of classical and contemporaneous thinkers upon educational field.  Increase of research interest on Physical Education as rising need in school curricula.  Create strategies to stimulate students' awareness on liability and protective measures (insurance) as well

	KIN489 <b>IDM</b> KIN504 <b>I</b> KIN536 <b>IDM</b> KIN580 <b>IDM</b> KIN581 <b>IDM</b>			and philosophical foundations were demonstrated by successfully completion of Kin 489 in which the range of scores were from 80 -100.	as respecting ethical codes of collegiality and professional responsibility.
2. Students should demonstrate an understanding of human growth and development processes, as well as how these processes interact with and influence motor learning, in order to teach based on the Physical education Model Content Standards for California Public Schools	KIN300 <b>ID</b> KIN308 <b>IDM</b> KIN 350 <b>ID</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN480 <b>ID</b> KIN487 <b>IDM</b> KIN486 <b>IDM</b> KIN536 <b>ID</b> KIN580 <b>IDM</b> KIN581 <b>IDM</b>	(2011)	Kin 300/308/536– Faculty critique of class presentation (authentic assessment of teaching effectiveness and age appropriate activities)  Kin 402/581 – Rubric scores of Adapted Performance Assessment for California Teachers (PACT) for Practicum event.  Kin 350/480/487 – range of scores. Faculty critique.		
3. Students should demonstrate a broad and deep knowledge of the sciences related to	BIO100 <b>ID</b> BIO328 <b>IDM</b> MATH124 <b>ID</b> KIN300 <b>IDM</b> KIN350 <b>IDM</b>	(2011)	Kin 402/581 - Faculty critique of Teaching event video analysis, context analysis, planning and assessment commentary included in		

of human movement, analyzing motion and applying this knowledge considering individual differences, including individuals with disabilities.	KIN480 <b>IDM</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN536 <b>ID</b> KIN308 <b>IDM</b> KIN580 <b>IDM</b> KIN581 <b>IDM</b>		the adapted PACT  Kin 300/308/536 – Faculty critique of planning activities (lesson plans and unit plans)		
4. Students should demonstrate a broad and deep understanding of the sociology and psychology of human movement behavior.	KIN307 <b>IDM</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN457 <b>IDM</b> KIN487 <b>IDM</b> KIN489 <b>IDM</b> KIN581 <b>IDM</b> KIN 582 <b>IDM</b> KIN504 <b>IDM</b>	(2012)	Kin 457/489 Faculty critique of student papers  Range of scores		
5. Students should demonstrate expertise in concepts and forms of movements and relate the human motor development curriculum to physical education design.	KIN 100-280 <b>I</b> KIN305 <b>ID</b> KIN306 <b>ID</b> KIN307 <b>ID</b> KIN308 <b>ID</b> KIN309 <b>ID</b> KIN 300 <b>I</b> KIN 340 <b>IDM</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN402 <b>IDM</b>	(2012)	Kin 402/581 – Rubric scores of use of academic language, instruction and planning commentary for mini PACT  Kin 340 – range of scores Written tests  Kin 300/305/306/307/308/30		

	KIN486 <b>ID</b> KIN 487 <b>IDM</b> KIN580 <b>IDM</b> KIN581 <b>IDM</b>		9/ - Faculty critique on lesson and unit plans		
6. Students should demonstrate knowledge of assessment principles and procedures in order to evaluate the effectiveness of physical education strategies and activities.	MATH124 <b>I</b> KIN300 <b>I</b> KIN340 <b>IDM</b> KIN401 <b>DM</b> KIN402 <b>DM</b> KIN488 <b>IDM</b> KIN536 <b>IDM</b> KIN580 <b>IDM</b> KIN581 <b>IDM</b>	(2013)	Faculty critique on assessment form chosen by students in the curriculum, unit and lesson plans presented as requirement of each pedagogy work course.  Kin 488 – range of scores		
7. Students should demonstrate understanding of the integration of themes and concepts in physical education and the interrelationships between Physical education and other subject areas.	BIO100 <b>ID</b> BIO328 <b>ID</b> MATH124 <b>ID</b> KIN300 <b>ID</b> KIN305 <b>IDM</b> KIN306 <b>IDM</b> KIN307 <b>IDM</b> KIN308 <b>IDM</b> KIN309 <b>IDM</b> KIN350 <b>ID</b> KIN355 <b>IDM</b> KIN401 <b>IDM</b> KIN402 <b>IDM</b> KIN457 <b>ID</b> KIN480 <b>ID</b> KIN486 <b>ID</b> KIN487 <b>IDM</b> KIN488 <b>IDM</b>	(2013)	Rubric scores of total Pact assessment presented between years 2011 and 2012.		



	<b>KIN489 IDM</b> <b>KIN504 ID</b> <b>KIN536 IDM</b> <b>KIN580 IDM</b> <b>KIN581 IDM</b>				
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**Inventory of Program Assessment Activities, 2009-2010**

**Program/Degree: M.S. in Kinesiology    College: CHHS    Date: November 2010**

**Program Mission:** In the graduate program of the Department of Kinesiology students apply multiple perspectives to problems related to exercise, fitness, motor skill and/or development in the contexts of activities of daily living, play, games sport, and other forms of human physical activity. Graduate students exit the program with strong theoretical and problem solving skills and knowledge in the field of Kinesiology. They are able to apply these skills in a wide variety of careers as well as further graduate study. We will know more about the student's assessment of our entire program next year after we complete our comprehensive review of the graduate program in our 6<sup>th</sup> cycle review. For this Program Review, we have developed a Survey which addresses each of the objectives. This has been sent to all those who graduated over the last 5 years.

<b>Measurable Learning Outcomes</b>	<b>Place in the curriculum where objective is addressed</b>	<b>Academic Year outcome was/will be assessed</b>	<b>Assessment/Procedures Methods/Strategies</b>	<b>Summary of findings about student learning</b>	<b>Use of findings for program improvement</b>
1. Students will be able to apply multiple perspectives to the study of various forms of physical activity (e.g. exercise, fitness, movement, and skill) across the lifespan and in a variety of	KIN 710 <b>ID</b> KIN 715 <b>ID</b> KIN 730 <b>ID</b> KIN 733 <b>IDM</b> KIN 734 <b>IDM</b> KIN 740 <b>IDM</b> KIN 742 <b>IDM</b> KIN 746 <b>IDM</b> KIN 763 <b>IDM</b> KIN 766 <b>IDM</b> KIN 795 <b>DM</b>	2007 (2011)	Faculty critique of research papers in selected classes that deal with the objective.	Students were well versed in the various perspectives that dominate the study of physical activity and they were adept at identifying contextual factors that influence the forms of activity. However, students did less well at applying their knowledge across the lifespan.	We intend to spend more time addressing developmental issues in our introductory classes (710, 715) in the hopes that students will carry a deeper appreciation for these issues into their subsequent classes.

contexts.					
2. Students will gain an in-depth understanding of the body of knowledge related to one or more of the sub-disciplines in the field of kinesiology.	<b>KIN 710 ID</b> <b>KIN 715 IDM</b> <b>KIN 730 IDM</b> <b>KIN 733 IDM</b> <b>KIN 734 IDM</b> <b>KIN 740 IDM</b> <b>KIN 742 IDM</b> <b>KIN 746 IDM</b> <b>KIN 763 IDM</b> <b>KIN 766 IDM</b> <b>KIN 795 DM</b> <b>KIN 895 M</b> <b>KIN 898 M</b>	(2011)	Faculty critique of research papers in selected classes that deal with the objective.  Percentage of students who successfully defend project or thesis.		
3. Students will be able to identify and search for information associated with problems or topics in kinesiology.	<b>KIN 710 ID</b> <b>KIN 715 ID</b> <b>KIN 730 DM</b> <b>KIN 733 DM</b> <b>KIN 734 DM</b> <b>KIN 740 DM</b> <b>KIN 742 DM</b> <b>KIN 746 DM</b> <b>KIN 763 DM</b> <b>KIN 766 DM</b> <b>KIN 795 DM</b> <b>KIN 895 M</b> <b>KIN 898 M</b>	2007 (2011)	Faculty critique of research papers in selected classes that deal with the objective.  Percentage of students who successfully defend their project or thesis.	Students wrote research papers in each of the classes noted in the 2 <sup>nd</sup> column. Over 90% of students showed an ability to identify and search for information relevant to their topic.  100% of students successfully defended their project or thesis	We will continue to force students to take library tutorials in the core classes.

<p>4. Students will be able to use appropriate methodologies and technologies to address specific problems or topics in kinesiology.</p>	<p>KIN 710 <b>ID</b>  KIN 715 <b>ID</b>  KIN 730 <b>DM</b>  KIN 733 <b>DM</b>  KIN 734 <b>DM</b>  KIN 740 <b>DM</b>  KIN 742 <b>DM</b>  KIN 746 <b>DM</b>  KIN 763 <b>DM</b>  KIN 766 <b>DM</b>  KIN 795 <b>M</b>  KIN 895 <b>M</b>  KIN 897 <b>M</b>  KIN 898 <b>M</b></p>	<p>2008 (2012)</p>	<p>Faculty critique of research papers in selected classes that deal with the objective.</p> <p>The Department will develop an authentic rubric for approving the culminating experience proposal. The culminating experience will be used as an authentic outcome for this assessment.</p>	<p>We have developed a scoring rubric that is currently being used in some of our graduate classes to assess this objective. 89% of students in the classes where the objective is developed and mastered were able to meet the objective. However, the rubric we have developed for Kin 795, 895, 897 &amp; 898 (our culminating experience classes) reveals that some of the students taking Kin 895 are having problems with this objective.</p>	<p>It appears that some students are opting to take the project (895) rather than the thesis (897/898) option because they are unsure about this objective. We intend to spend more time on this objective in Kin 795, our culminating research methods class, in the hopes of helping those students who seem to be having problems. In addition, we are going to monitor students in Kin 895 much more closely and recommend additional classes if necessary.</p>
<p>5. Students will exit the program with an understanding of dominant theories, models, and systems in the study of kinesiology.</p>	<p>KIN 710 <b>ID</b>  KIN 715 <b>ID</b>  KIN 730 <b>IDM</b>  KIN 733 <b>IDM</b>  KIN 734 <b>IDM</b>  KIN 740 <b>IDM</b>  KIN 742 <b>IDM</b>  KIN 746 <b>IDM</b>  KIN 763 <b>IDM</b>  KIN 766 <b>IDM</b>  KIN 795 <b>M</b>  KIN 895 <b>M</b>  KIN 898 <b>M</b></p>	<p>2008 (2012)</p>	<p>Faculty critique of research papers in selected classes that deal with the objective.</p> <p>The Department will develop an authentic rubric for approving the culminating experience proposal. The culminating experience will be used as an authentic outcome for</p>	<p>90% of students are able to meet this objective.</p>	<p>We still need to work on the rubric for assessing this objective. Developing a good rubric has been elusive because the dominant models and systems differ so widely across the different sub-disciplines within Kinesiology. As such, it has been relatively easy to assess the objective within individual classes but</p>

			this assessment.		more difficult across the sub-disciplines.
6. Students will become critical consumers of the literature in kinesiology and will have the skills and knowledge to make contributions to that literature.	<b>KIN 710 IDM</b> <b>KIN 715 IDM</b> <b>KIN 730 IDM</b> <b>KIN 733 IDM</b> <b>KIN 734 IDM</b> <b>KIN 740 IDM</b> <b>KIN 742 IDM</b> <b>KIN 746 IDM</b> <b>KIN 763 IDM</b> <b>KIN 766 IDM</b> <b>KIN 795 IDM</b> <b>KIN 895 M</b> <b>KIN 898 M</b>	2009 (2010)	Faculty critique of research papers in selected classes that deal with the objective.	Students were required to go beyond the facts that they presented from their readings and develop critical thinking questions. This practice began at the start of the term, and was continually refined throughout the term. 90% of the students received a “B” or better on the topics related to being a critical consumer of the scientific knowledge in Kinesiology	This objective is taught in all our Grad classes, and we strive to have our students learn these skills. We will know more about the student’s sense of mastery of this objective next year after we complete our comprehensive review of the graduate program in our 6 <sup>th</sup> cycle review.