Program Learning Goals Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning

Program Learning Goals template Resources about writing measurable program learning objectives/goal/outcomes can be found on: http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

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<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
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</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals met</td>
<td>Program learning goals are absent or incomplete</td>
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Department ___ Kinesiology ________________________________

College ___ Health and Social Sciences _____________________

1. List your most recent program learning goals prior to any revisions. This includes the PLO’s which were separate for the Exercise and Movement Science majors (1-10), and the Physical Education Majors (11-17). The new PLO’s are the same for both Concentrations.

1. Students will demonstrate knowledge of and skill in a broad variety of motor skill and fitness activities.

2. Students will understand the biological, physical, behavioral, and psychological bases of movement.

3. Students will be able to discuss sociocultural, historical, and philosophical perspectives on kinesiology.

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.

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

9. Students will be able to integrate knowledge and skills from the sub-disciplines within kinesiology to address contemporary problems in the field

10. Students will be familiar with the standards, ethics, and expectations of kinesiology professionals

11. Knowledge about the philosophical, historical and ethnical/legal foundations of Physical Education as professional and educational standards

12. 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

13. A broad and deep knowledge of the sciences related to human movement, analyzing motion and applying this knowledge considering individual differences, including individuals with disabilities

14. A broad and deep understanding of the sociology and psychology of human movement behavior.

15. Expertise in concepts and forms of movements and relate the human motor development curriculum to physical education design

16. Knowledge of assessment principles and procedures in order to evaluate the effectiveness of physical education strategies and activities

17. Understanding of the integration of themes and concepts in physical education and the interrelationships between physical education and other subject areas

2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

Time was set aside during five faculty meetings in the Spring semester to continue the curricular revisions process. The mission statement was finalized at the first meeting and a discussion was initiated on the contents of a vision statement. Because the original mission statement had been pared down considerably, the faculty felt it was important to develop a vision statement that included many of the details that had been stripped from the mission statement. The coordinator drafted a vision statement and an “about us” statement, both of which were refined and finalized at the second faculty meeting. The third faculty meeting was devoted to finalizing what classes would constitute the core of the curriculum. This step in the process proceeded more rapidly than anticipated because we had become aware at this stage that we were severely limited by the number of new classes we could add to the curriculum, while keeping the units in the major
below the maximum allowed by the University. We had hoped that some of our prerequisite classes in Biology, Chemistry, and Physics could be eliminated from our total unit count, making room for additional classes in the core. That proved to be impossible.

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

The major factors that informed our decisions included statements about “standardization” of the knowledge EVERY student graduating with a Kinesiology degree in the US should possess. This came from the American Kinesiology Association (AKA), of which our department is a member, and our former Department Chair, Dr. Mi-Sook Kim, is Recognition award winner. Also, the numerous faculty meetings, discussions, and input from our newest faculty members, played a big part in these changes.

4. What are you new program learning goals?

1. Students can define kinesiology and its sub-disciplines.
2. Students can explain the value of, and advocate for, physical activity in terms of health, wellness, and quality of life.
3. Students can analyze a variety of physical activities and their components from multiple perspectives.
4. Students can discuss how and why human performance changes.
5. Students can design interventions to maintain and improve human performance.
6. Students can critically evaluate information sources in kinesiology.
7. Students can effectively communicate information about kinesiology.
8. Students can apply their knowledge and skills to problems that confront contemporary society.

Give that this year you have revised your program learning goals, the next step would be to assess one of them in the 2017-18 academic year and complete the Assessment Findings Report. Please let the Associate Dean of Academic Planning know if that is not the case. Thank you!