

**Kinesiology and Allied Health
The Strategic Assessment Plan
Submitted: January 2024**

Student Learning Goals

1. Students will be diverse, creative, and worldly thinkers

Students will interact with the liberal arts curriculum including courses which will support students to explore intellectual traditions through literature and history, and study contemporary social groups with an emphasis on national and global diversity. The liberal arts including basic writing and mathematics through formal reasoning allow students to think beyond the kinesiology and allied health applied sciences.

2. Students will learn and apply scientific principles related to human science.

Students will first gain an understanding of the foundational scientific principles related to human anatomy and physiology. Students will then use the foundational knowledge as the underpinning in applied courses such as nutrition, human movement, and health promotion before developing and implementing exercise and rehabilitation programs in the health communities.

3. Students will effectively communicate and engage relevant stakeholders.

Students will develop effective professional communication skills to motivate and help clients adhere to the exercise or rehabilitation program. Students will learn and communicate relevant coping strategies to build resilience in overcoming personal barriers to improving health.

4. Students will engage in lifelong learning and professional development.

Students will have supervised direct client interactions in the campus and local community to promote engagement with the curriculum and relevant professions. Students will collaborate with passionate educators and professionals who demonstrate intellectual curiosity and professional growth. Students will build confidence through rigorous preparation for graduate school and/or relevant professional certifications in a consistently dynamic field.

The above stated goals were developed based on the shared university curriculum, core curriculum of the major, examination of peer institution programs, and the evaluation of student achievements and experiences. Requirements for certifications and graduate school in the related fields of occupational therapy, physical therapy, athletic training, and strength and conditioning were considered. We examined the reasons for such rapid growth within the program as it related to student professional interests and goals. Finally, the group reflected on what makes the Kinesiology and Allied Health major unique at Illinois Wesleyan University.

Goals will be displayed in the university catalog and on the program webpage for public constituents. The student learning goals will be reviewed and discussed for potential changes

annually at the first department meeting of the academic year. Program student learning objectives will be placed in the syllabi of the introduction and capstone courses.

Measures to be used to assess student learning goals

The direct measure chosen to assess student learning goals 2 and 3 are the project rubrics of the final outputs for the Essentials of Strength and Conditioning course PETH 327. See Appendix A for defined and clear rubrics. Two rubrics were chosen to evaluate written and oral communication skills. The course requires that students use scientific concepts learned in the foundational courses to create a strength and conditioning plan or an injury rehabilitation plan. The plan must incorporate at least five sources of evidence to support their plan and is presented in a formal research paper formatted in accordance with the American Psychological Association publishing guidelines, 7th edition. The course requires that the plan is communicated with classmates in a professional presentation. The research paper and presentation are evaluated with two specific rubrics.

These two outputs were chosen with the final program goals in mind with a top-down design. Essentials of Strength and Conditioning PETH 327 is completed near the end of the curriculum just before the internship. The project and outputs require all levels of the Bloom's Taxonomy for students to remember, understand, apply, analyze, evaluate evidence, and develop a plan using scientific principles of kinesiology. Professional written and oral communication tools are required to complete these projects. The Introduction (15 points) requires knowledge and application of movement. The philosophy (10 points) and justification (15 points) sections require analysis and evaluation of evidence. The creation of the strength and conditioning or rehabilitation program (25 points) is the culmination and application of all aspects of the program curriculum. The points for the paper are distributed to emphasize the levels of learning and assessment. The assessment is exempt from IRB review as they are part of the grading rubrics for the course and can be redacted for student privacy.

As an indirect measure of assessment, all student learning goals will also be assessed through the use of exit surveys as well as a four year follow up survey. The exit surveys will collect qualitative data from students at the end of their undergraduate career. Questions assessing the students' experiences will include how shared curriculum courses enhanced student learning in the field of kinesiology, how prepared students felt applying foundational scientific knowledge in their capstone course and in what ways their experience in the KAH program allowed them the opportunity to develop professional relationships. The four year follow up survey will include questions to graduates regarding how prepared they felt they were in progressing through their graduate program or the first few years of their post graduate career.

This assessment has no distance education components. However, there could be some flexibility in the final presentation for a HyFlex learning environment. Papers could be turned in using the LMS and the presentations could be delivered virtually or recorded for the ability to be

viewed asynchronously. If the course has an synchronous or asynchronous format, the assessment tools would not need to be changed.

Assessment Cycle Timeline

We plan to assess student learning goals 2 and 3 on a one year assessment cycle for three years (Spring '24, Spring '25, Spring '26). These goals will be assessed by a small committee of faculty members within the school using the measures described above. Once we have collected data for the three year period, we will provide necessary feedback on the curriculum for required classes.

Following this three year cycle, our plan will be to transition to the use of the newly implemented HLTH 490: Practicum course (proposal being submitted at the time we are writing the assessment). We will develop rubrics to assess student learning goals with this terminal course.

Plan for processing gathered information

The culminating project from KIN 327: Essentials of Strength and Conditioning, will be collected from each of the Kinesiology and Allied Health majors at the completion of their course. Faculty in the school, that do not teach the course, will blindly evaluate the projects using the grading rubric for the paper. Evaluations will be compared to that of the course instructor. From there, the raters and course faculty will meet to discuss areas of strength and opportunities for improvement. Appropriate revisions will be documented and a plan for implementation will be created.

APPENDIX A:

Illinois Wesleyan University
Essentials of Strength and Conditioning
PETH 327
Sport Specific Strength and Conditioning Program
(100 Points)
Outline and Rubric

Twenty (20) page single spaced paper using 5 – 7 sources (APA format) with the following areas that must be addressed:

- A.) Cover Page (5 points)
 - 1.) title, course, name, date
 - 2.) picture of your sport and position

- B.) Introduction: (references should be included) (15 points)
 - 1.) sport, position, level
 - 2.) break down the movements into phases and actions
 - 3.) explain what muscles are important
 - 4.) needs analysis (strength, speed, power, agility, aerobic/anaerobic)
 - 5.) injury prevention emphasis

- C.) Philosophy (10 points)
 - 1.) Your ideas about what should be the emphasis of the program
 - 2.) Your ideas about differences in the research
 - 3.) Explain what tests you would do and explain why

- D.) Strength and Conditioning Program (phases / seasons / mesocycle) (25 points)
 - 1.) warm up, stretching
 - 2.) strength program (lifts in word / excel)
 - 3.) plyometric, agility, injury prevention
 - 4.) aerobic / anaerobic

- E.) Explain or justify your program (references should be included) (15 points)
 - 1.) % RM, reps, sets, progressions
 - 2.) rest periods, emphasis of different seasons
 - 3.) justify your expected results

- F.) Conclusions / Recommendations (10 points)
- G.) APA Formatting and References (5 points)
- H.) Grammar and Punctuation (5 points)
- I.) Powerpoint Presentation (10 points)

