

Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: **Kinesiology**


Title and Level of Academic Program (e.g., Chemistry, Ph.D.): **Kinesiology, M.S**

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

November 19, 2004



Department Head's Signature

12/7/04
Date

College Dean's Signature
(Required for Undergraduate Programs)

Date



Dean of the Graduate School's Signature
(Required for Graduate Degree Programs)

4/24/05
Date

November 1, 2004: Assessment plans are to be sent to the respective Dean
November 29, 2004: Relevant materials are to be sent from the Deans to the Provost

2283.42

**M.S. Degree in Kinesiology
Assessment of Student Learning Plan
Kansas State University**

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Arts and Sciences
Department: Kinesiology
Date: November 9, 2004

B. Contact Person(s) for the Assessment Plans

Stewart Trost, Assistant Professor, Graduate Program Coordinator

C. Degree Program

M.S. in Kinesiology

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcome(s)

Of the 8 graduate student learning outcomes identified previously by our department, we will focus on the following two learning outcomes in our three-year assessment plan.

Students completing the M.S. degree in Kinesiology will:

- know, comprehend and apply the scientific method to the conduct of research in the biophysical or social and behavioral specializations of kinesiology.
- communicate effectively both orally and in writing.

Last revised 10/4/04

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. know, comprehend and apply the scientific method to the conduct or research	X	X	X	
2. communicate effectively both orally and writing		X	X	

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Know, comprehend and apply the scientific method to the conduct of research in the biophysical or social and behavioral specializations of kinesiology.

- Learning outcomes will be assessed in a core course that is taken by all students in the M.S. degree program – KIN 815 Research Methods in Kinesiology. Knowledge and comprehension of the scientific method and ethical issues in research and scholarship will be assessed by a multiple choice examination, in-class group assignments, and take home written assignments. The application of the scientific methods will be evaluated by 1) writing the first three chapters of a traditional research proposal – Introduction/Statement of the Problem, Review of Literature, and Methodology; and 2) an oral presentation of the full research proposal including answering questions from students and faculty [Direct Measure]. A rubric will be used to evaluate performance on the written proposal and oral presentation (rubrics are attached). The average performance score will be used to establish a baseline performance level for this learning outcome [Direct Measure].
- Students will be ask to rate their preparedness to propose, conduct, and execute their research projects following completion of KIN 815 [Indirect Measure].

Communicate effectively both orally and in writing

- Learning outcomes will be assessed in a core course that is taken by all students in the M.S. degree program – KIN 815 Research Methods in Kinesiology. The ability to communicate effectively both orally and in writing will be assessed by: 1) writing the first three chapters of a traditional research proposal – Introduction/Statement of the Problem, Review of Literature, and Methodology; and 2) a 20-30 minute presentation of the research proposal to peer graduate students and faculty. The presentation will utilize contemporary multimedia technology (e.g., PowerPoint). Students must adhere to the time limits and respond to questions in a knowledgeable and professional manner. [Direct Measure]. A rubric will be used to evaluate performance on the written proposal and oral presentation (rubrics are attached). The average performance score will be used to establish a baseline performance level for this learning outcome [Direct Measure].

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

Learning Outcomes	Timetable for Assessment of Learning Outcomes			Baseline Created?
	2005	2006	2007	
1. know, comprehend and apply the scientific method to the conduct or research	KIN 815 Spring	KIN 815 Spring	KIN 815 Spring	1-year baseline created after 2005 Fall Semester
2. communicate effectively both orally and writing	KIN 815 Spring	KIN 815 Spring	KIN 815 Spring	1-year baseline created after 2005 Fall Semester

4. What is the unit's process for using assessment results to improve student learning?

Learning Outcomes	Improvement plan
1. know, comprehend and apply the scientific method to the conduct or research	Baseline data on exams, in-class assignments, written proposals, oral presentations, and self-perception of competency in conducting the proposed research will be compiled over the 2005 calendar year and used as a baseline comparison for future years. In subsequent years, course instructors and faculty will discuss the results and changes that may be needed if significant weaknesses are found.
2. communicate effectively both orally and writing	Baseline data on written research proposals and oral presentations will be compiled over the 2005 calendar year and used as a baseline comparison for future years. In subsequent years, course instructors and faculty will discuss the results and changes that may be needed if significant weaknesses are found.

Last revised 10/4/04

KIN 815 Research Methods in Kinesiology
Criterion Referenced Grading Rubric – Thesis Chapter 1

Key Concept / Criterion	Score			
<u>Title of Thesis (5%)</u>				
Title conveys the content of the study	1	2	3	4
Avoids the use of "waste words"	1	2	3	4
<u>Introduction (30%)</u>				
Technical language or jargon is avoided.	1	2	3	4
Literature-based general and background information is provided.	1	2	3	4
Gaps in the research literature are clearly identified	1	2	3	4
Logical progression from background information, general information, gaps in the research literature, to lead in to the problem statement.	1	2	3	4
<u>Statement of the Problem (20%)</u>				
Dependent variables and independent variables are clearly and explicitly identified.	1	2	3	4
Control variables are clearly and explicitly identified.	1	2	3	4
Statement is written in a clear and concise manner.	1	2	3	4
<u>Research Hypothesis (5%)</u>				
The expected results are clearly stated	1	2	3	4
Hypotheses are based on previous research, pilot work, or theory	1	2	3	4
Hypotheses are consistent with the problem statement	1	2	3	4
<u>Operational Definitions (15%)</u>				
Key variables are operationally defined	1	2	3	4
Operational definitions lead to measurable outcomes	1	2	3	4
Operational definitions are directly related to the problem statement	1	2	3	4
<u>Assumptions, Delineations, and Limitations (15%)</u>				
Necessary assumptions are clearly identified and appropriately communicated	1	2	3	4
The scope of the proposed research is clearly described and appropriate	1	2	3	4
Valid limitations are identified and communicated clearly.	1	2	3	4
Extraneous variables not controlled for by the design or analysis are considered	1	2	3	4
<u>Significance of the Study (10%)</u>				
Addresses the "so what" question	1	2	3	4
Significance statement is supported by appropriate citations	1	2	3	4
Implications for future research or practice are clearly communicated.	1	2	3	4

Last revised 10/4/04

Rating Scale

1. **Unsatisfactory:** Student fails to address the concept. The work demonstrates a complete lack of understanding of the content and concepts covered in the lectures or text book.
2. **Satisfactory:** Student demonstrates an adequate understanding of the content and concepts covered in lecture and the text book. The work has some major errors or omissions and/or a large number of minor errors.
3. **Good:** Student demonstrates a complete understanding of the content and concepts covered in lecture and the text book. The work has no major errors or omissions but contains a small number of minor errors.
4. **Excellent:** The student demonstrates a complete understanding of the content and concepts covered in lecture and the text book. The work has no major errors or omissions or minor errors.

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KIN 815 Research Methods in Kinesiology
Criterion Referenced Grading Rubric-- Thesis Chapter 2

Key Concept / Criterion	Score			
<u>Format (10%)</u>				
Chapter is double spaced with 1-inch margins	1	2	3	4
Conforms to APA style	1	2	3	4
<u>Organization (10%)</u>				
The review has 3 distinct components:	1	2	3	4
1) Introduction				
2) Body				
3) Summary and Conclusions				
<u>Literature Review - Introductory Section (20%)</u>				
Explains the purpose of the review and overviews the organization of the entire chapter	1	2	3	4
See Text page 42.				
<u>Literature Review - Body (40%)</u>				
Is organized by subheadings which are appropriate for the scope of the study	1	2	3	4
Addresses the criteria of "Completeness" – see page 46 of the Text	1	2	3	4
The review includes appropriate studies from the peer reviewed scientific literature.	1	2	3	4
Addresses the criteria of "Criticism" - see page 46 of the Text	1	2	3	4
<u>Literature Review - Summary and Conclusion (20%)</u>				
Conclusions are consistent with the evidence discussed in the body	1	2	3	4
Demonstrates an ability to synthesize and integrate the research literature	1	2	3	4
Identifies gaps in the research literature and suggests directions for future research	1	2	3	4
Provides a rationale for the proposed study	1	2	3	4

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KIN 815 Research Methods in Kinesiology
Criterion Referenced Grading Rubric – Chapter 3

Description of participants / animals	1	2	3	4
Sample Size and Statistical Power is considered	1	2	3	4
Description of Recruitment Procedures	1	2	3	4
Discussion of Ethical Considerations	1	2	3	4
Describes Instrumentation	1	2	3	4
Evidence of validity, reliability, and feasibility	1	2	3	4
Description of Protocol	1	2	3	4
Data collection procedures	1	2	3	4
Experimental Design	1	2	3	4
Statistical Analysis	1	2	3	4

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Last revised 10/4/04

KIN 815 – Proposal Presentation Grading Rubric

Name:

Introduction / Background (20%)				
Explains why the topic is important or of scientific interest: (Potential contribution to public health, quality of life, athletic performance, injury prevention, or just plain old scientific curiosity)	1	2	3	4
Existing gaps in the research literature are identified and used as a rationale for the proposed study. (What gaps in the research literature does the proposed study address?)	1	2	3	4
Uses appropriate citations from the peer reviewed scientific literature to build the rationale for the study	1	2	3	4
Presenting the Problem (10%)				
• Statement of the Problem	1	2	3	4
• Research Hypothesis	1	2	3	4
• Operational Definitions	1	2	3	4
• Basic Assumptions	1	2	3	4
• Delimitations	1	2	3	4
• Limitations	1	2	3	4
• Significance of the Study	1	2	3	4
Methods (50%)				
Description of participants / animals	1	2	3	4
Sample Size and Statistical Power is considered	1	2	3	4
Description of Recruitment Procedures	1	2	3	4
Discussion of Ethical Considerations	1	2	3	4

Last revised 10/4/04

Describes instrumentation	1	2	3	4
Evidence of validity, reliability, and feasibility	1	2	3	4
Description of Protocol	1	2	3	4
Data collection procedures	1	2	3	4
Design and Statistical Analysis (10%)				
Experimental Design	1	2	3	4
Statistical Analysis	1	2	3	4
Presentation (10%)				
Slides are clear and easy to read	1	2	3	4
Delivery is clear and organized	1	2	3	4
Appropriate presentation time	1	2	3	4
Responds to Questions Appropriately	1	2	3	4

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Department: Kinesiology
Degree Program Title: MS

Evaluative Rubric for Degree Program Assessment Plans

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: June, 2005

Decision (check one):

- Revision Needed (*see first feedback section below*)
- Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Department: Business

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: M.S.

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Student learning outcomes</i>	At least two SLO's are clearly stated using the proper format.	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	4
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	4
<i>Groups to be included</i>	Groups are clearly identified.			Groups are not identified.	4
<i>Timeline for assessment implementation for next three years</i>	There is a clear plan for assessment implementation over each of the next three years.	The plan is somewhat clear but has some areas that are incomplete.	Some parameters have been established but a clear timeline is not evident.	There is not a stated implementation plan.	4
<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	4
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	3

Department: Kinesiology

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: MS

Assessment Plan Elements	Very Good 4	Acceptable 3	Developing 2	Undeveloped 1	Score For Each Element
<i>Student learning outcomes</i>	At least two SLO's are clearly stated using the proper format.	At least two SLO's are stated but with some lack of clarity.	SLO's are stated but unclear regarding one or more critical aspects.	SLO's are not stated in an acceptable format.	4
<i>Assessment method for each outcome</i>	Multiple assessment measures are identified for each outcome.	At least one assessment measure is identified for each outcome.	Assessment measures are identified for some outcomes.	Assessment methods are not identified or inadequately described.	4
<i>One-half or more of the methods are direct measures</i>	At least one-half of assessment measures are direct.			Fewer than one-half of the measures are direct measures.	4
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<i>Process for data presentation and discussion</i>	The process for the interpretation, presentation, and discussion of the data is clearly described, including who will be involved and timing.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	4
<i>Process for implementing revisions based on assessment results</i>	The process for implementing revisions based on assessment results is clearly described.	The process is addressed but is unclear or incomplete in some aspects.	Some aspects of the process are described.	There is no stated plan.	4

Department: Kinesiology

Evaluative Rubric for Degree Program Assessment Plans

Degree Program Title: MS

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: _____

Decision (check one):

- Revision Needed (*see first feedback section below*)
 Assessment Plan Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

Assessment method, timeline, and process
for implementation are all clear.