**Major Assessment Report Template – PETE Option**

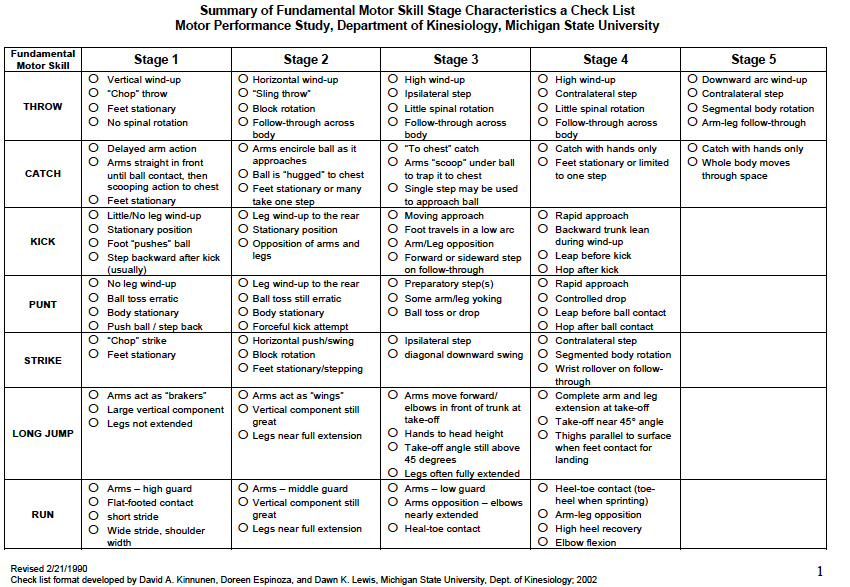
**Department of Kinesiology**

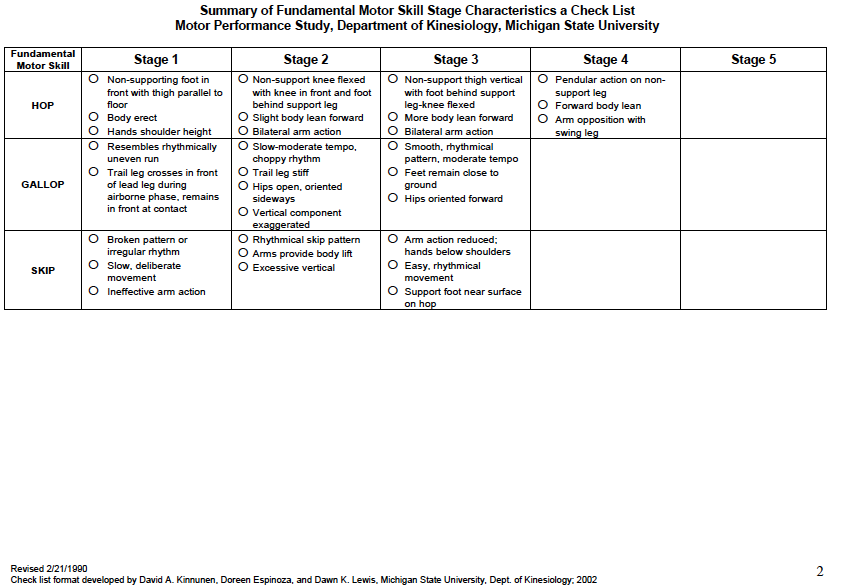
Please either download this document and provide a response to each question in the appropriate section or cut and paste all six questions into a word document and provide a response for each one. E-mail your assessment report(s) to the Director of Assessment, Dr. Douglas Fraleigh ([douglasf@csufresno.edu](mailto:douglasf@csufresno.edu)). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

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| **Department and Degree: Kinesiology, Bachelor of Science, Physical Education Teacher Education (PETE)**  **Assessment Coordinator: Dawn K Lewis, Ph.D.**   1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report.   SLO: 1. Knowledge of the Fundamental motor skills (see attachments)  SLO: 2. If eligible, successful completion of Departmental Subject Matter Exam – two examples are provided (see attachments). This exam is offered to qualifying students in place of the CSET (California State Exam for Teachers – single subject in Physical Education Teacher Education). Students who do not qualify for the Departmental exam are directed to pursue Subject Matter Competence (SMC) by taking the CSET exam provided by/through the State of California Department of Education. |

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| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”   1. Fundamental motor skills chart examination - 2 examples are provided (see attachments) – taken while students are enrolled in Kinesiology 110. |
| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).   Student performance varies – SMC exams results are typically good. FMS exam results vary among class sections and from semester to semester. Latest results are attached. |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.   SMC questions are modified on a regular/yearly basis and focus on the current pedagogical trends being demonstrated and modeled in the A&A courses, as well as adapting to any significant changes that may occur in the State and National guidelines. FMS questions and exams utilize a combination of video analysis, charts, diagrams, and movement experiences to enhance the learning of the FMS from both a practitioner and teaching perspective. |

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| 1. **What assessment activities will you be conducting in the 2021-2022 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.   We have and will continue to assess student knowledge and competence in both subject matter competence and fundamental motor skill knowledge. This is in line with the state and national organizations guidelines. The assessment activities will remain the same pending any modifications required by changes in the state and national standards and guidelines (none pending at the present time). |
| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”   While small changes or modifications are made from time to time – no significant changes or modifications have been made due to the unchanged state and national standards and guidelines.  **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) than please attach a copy of the rubric. If you administered a survey please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.  Copies of the relevant assignments are attached. For a more detail and an in depth understanding the departmental SOAP document is attached at the end of this document. |



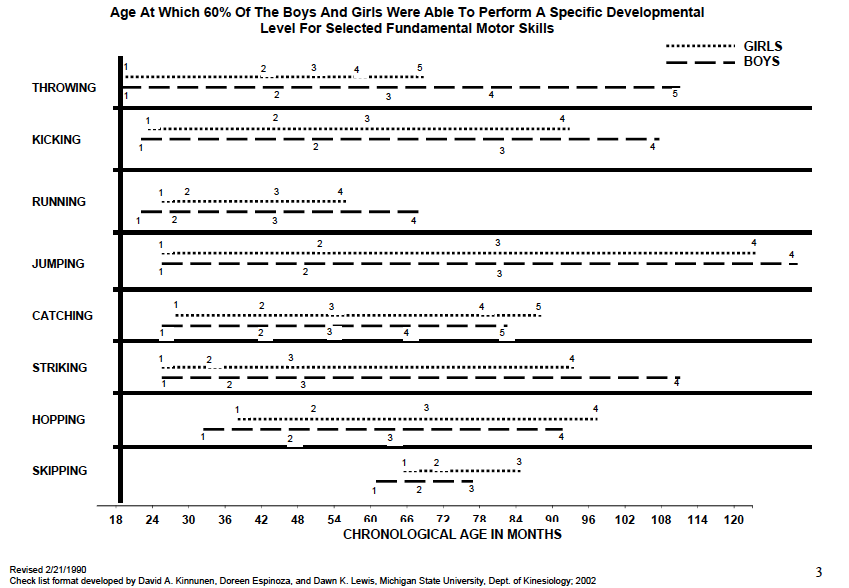


**Summary of Fundamental Motor Skill Stage Characteristics a Check List**

**Motor Performance Study, Department of Kinesiology, Michigan State University**

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| **Fundamental Motor Skill** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
| **THROW** | Vertical wind-up  “Chop” throw  Feet stationary  No spinal rotation | Horizontal wind-up  “Sling throw”  Block rotation  Follow-through across body | High wind-up  Ipsilateral step  Little spinal rotation  Follow-through across body | High wind-up  Contralateral step  Little spinal rotation  Follow-through across body | Downward arc wind-up  Contralateral step  Segmental body rotation  Arm-leg follow-through |
| **CATCH** | Delayed arm action  Arms straight in front until ball contact, then scooping action to chest  Feet stationary | Arms encircle ball as it approaches  Ball is “hugged” to chest  Feet stationary or many take one step | “To chest” catch  Arms “scoop” under ball to trap it to chest  Single step may be used to approach ball | Catch with hands only  Feet stationary or limited to one step | Catch with hands only  Whole body moves through space |
| **KICK** | Little/No leg wind-up  Stationary position  Foot “pushes” ball  Step backward after kick (usually) | Leg wind-up to the rear  Stationary position  Opposition of arms and legs | Moving approach  Foot travels in a low arc  Arm/Leg opposition  Forward or sideward step on follow-through | Rapid approach  Backward trunk lean during wind-up  Leap before kick  Hop after kick |  |
| **PUNT** | No leg wind-up  Ball toss erratic  Body stationary  Push ball / step back | Leg wind-up to the rear  Ball toss still erratic  Body stationary  Forceful kick attempt | Preparatory step(s)  Some arm/leg yoking  Ball toss or drop | Rapid approach  Controlled drop  Leap before ball contact  Hop after ball contact |  |
| **STRIKE** | “Chop” strike  Feet stationary | Horizontal push/swing  Block rotation  Feet stationary/stepping | Ipsilateral step  Diagonal downward swing | Contralateral step  Segmented body rotation  Wrist rollover on follow-through |  |
| **RUN** | Arms – high guard  Flat-footed contact  short stride  Wide stride, shoulder width | Arms – middle guard  Vertical component still great  Legs near full extension | Arms – low guard  Arms opposition – elbows nearly extended  Heal-toe contact | Heel-toe contact (toe-heel when sprinting)  Arm-leg opposition  High heel recovery  Elbow flexion |  |
| **LONG JUMP** | Arms act as “brakers”  Large vertical component  Legs not extended | Arms act as “wings”  Vertical component still great  Legs near full extension | Arms move forward, elbows in front of trunk at take-off  Hands to head height  Take-off angle still above 45 degrees  Legs often fully extended | Complete arm and leg extension at take-off  Take-off near 45° angle  Thighs parallel to surface when feet contact for landing |  |
| **WALKING** | High guard-arm position  Wide base of support  Flat-footed contact  Toeing-out | Base of support narrows  Arms are lowered and work in opposition to the legs  Toes point more in a forward direction | Heel strike is exhibited |  |  |
| **HOP** | Non-supporting foot in front with thigh parallel to floor  Body erect  Hands shoulder height | Non-support knee flexed with knee in front and foot behind support leg  Slight body lean forward  Bilateral arm action | Non-support thigh vertical with foot behind support leg-knee flexed  More body lean forward  Bilateral arm action | Pendular action on non-support leg  Forward body lean  Arm opposition with swing leg |  |
| **GALLOP** | Resembles rhythmically uneven run  Trail leg crosses in front of lead leg during airborne phase, remains in front at contact | Slow-moderate tempo, choppy rhythm  Trail leg stiff  Hips open, oriented sideways  Vertical component exaggerated | Smooth, rhythmical pattern, moderate tempo  Feet remain close to ground  Hips oriented forward |  |  |
| **SKIP** | Broken pattern or irregular rhythm  Slow, deliberate movement  Ineffective arm action | Rhythmical skip pattern  Arms provide body lift  Excessive vertical | Arm action reduced; hands below shoulders  Easy, rhythmical movement  Support foot near surface on hop |  |  |

**The FMS Matrix is the property of the Motor Performance Study at Michigan State University’s Department of Kinesiology. Content is redacted to fulfill copyright agreements. Contact Dr. David Kinnunen at California State University, Fresno to receive the complete matrix.**



California State University, Fresno

Department of Kinesiology

**Physical Education Subject Matter Competence Written Exam**

Catalogue Year 2008 – Present

**Administering the PE SMC Exam:** PE majors who meet the PETE program requirements to take the PE SMC exam are randomly assigned three of the questions below and given 90 minutes to complete all three items.

**Grading the PE SMC Exam:** The PE SMC exam is graded using the scoring rubrics created by the PETE faculty. PE majors must achieve an average score of three or higher to pass the Physical Education Subject Matter Competence (SMC) exam item. Students who receive a score of one (1) on any SMC question have failed the exam. Students’ responses are graded on knowledge and depth of selected domains within Physical Education. PE majors who fail the SMC exam may retake the exam one time only. Students who fail to pass the exam on the second attempt must take the CSET exam.

**PE SMC Exam Items:**

* Describe personal and situational factors that influence an individual’s activity choice in physical education. Discuss how you will encourage/motivate maximum participation from all class members. (Q1)
* Discuss the concept of readiness as it relates to motor development and physical education. (Q2)
* State and define the health-related components of physical fitness. Next, explain how you would apply the health-related components of fitness to your PE curriculum that is standards-based. (Q3)
* Describe ways to increase students’ physical and social competence by using teaching cues, feedback and reinforcement. (Q4)
* There are a multitude of movement concepts and forms that physical educators teach to create a balanced program (ex: aquatics, dance, gymnastics, combatives, etc.). Give examples of how you will accommodate a variety of developmental levels to ensure your students’ success in at least one of these movement areas. (Q5)
* Describe one evaluation strategy for addressing the health-related domain and one for the affective learning domain. Explain how these strategies could be used as formative assessments. (Q6)
* In your teaching strategies, how can you connect other subject areas to enhance learning across the curriculum? (Q7)

**Question #1 (Dr. Jenelle Gilbert)**

Describe personal and situational factors that influence an individual’s activity choice in physical education. Discuss how you will encourage/motivate maximum participation from all class members.

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| Unsatisfactory  1 point  Student describes at least 3 factors that do not depict the current conditions for PE, or  Student identifies and discusses strategies that are inappropriate practice in PE, 1) are unrelated to the factors identified, 2) barely or do not demonstrates understanding of inclusive PE  Answer lacks organization and coherence | Basic  2 points  Student describes at least 3 factors that somewhat depict the current conditions for PE. Student identifies and discusses strategies where one is an inappropriate practice and that 1) are somewhat related to the factors identified, 2) barely demonstrates understanding of inclusive PE, and 3) reflects one of the following: motivation theory, behavior change model, principles of pedagogy, and National and CA State PE standards. Answer is somewhat organized but lacks coherence | Above Average  3 points  Student describes 3 or more factors that accurately depict the current conditions for PE. Student identifies and discusses 3 or more appropriate strategies to improve participation that 1) are related to the factors identified, 2) demonstrates sufficient understanding of inclusive PE, and 3) reflects the behavior change model, principles of pedagogy, and National and CA State PE standards.  Organization of answer needs improvement but it is easy to understand | Outstanding  4 points  Student fully describes 5 or more factors that accurately depict the current conditions for PE. Student identifies and discusses 3 or more appropriate strategies to encourage maximum participation that 1) directly address the factors identified, 2) demonstrates a deep understanding of psychological, social and emotional care of students and others, and 3) reflect best practices according to motivation theory and the behavior change model, PE pedagogy, and National and CA State PE standards. Answer is well-organized, cohesive, and easy to understand. |

**Question #2 (Dr. David Kinnunen)**

Discuss the concept of readiness as it relates to motor development and physical education.

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| Unsatisfactory  1 point  The answer to the question is lacking any detail. Some information provided is accurate.  The answer demonstrates a lack of understanding of the content. Response may be unorganized, not cohesive, and difficult to understand. | Basic  2 points  The answer does not address a portion of the question, or major details are missing.  Almost all information provided is accurate.  The answer demonstrates basic understanding of the content. Response is organized, cohesive, and easy to understand. | Above Average  3 points  The answer is missing slight details.  All information provided is accurate.  The answer demonstrates understanding of the content. Answer is well organized, cohesive, and easy to understand. | Outstanding  4 points  The answer is complete.  All information provided is accurate.  The answer demonstrates a deep understanding of the content. Answer is well organized, cohesive, and easy to understand. |

**Question #3 (Mr. Tim Hamel)**

Please describe the health related components of physical fitness. Next, explain how you would apply the health-related components of fitness to your PE curriculum that is standards-based.

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| Unsatisfactory  1 point  Student is unable to state any principles related to the principles of physical fitness. Answer lacks detail, depth and is unorganized. | Basic  2 points  Student mentions at least two principles of physical fitness. Student vaguely defines or supports the answer and fails to make a connection of the stated principle and its relation to any variable within physical education (developmentally appropriate teaching, content standards assessment). | Above Average  3 points  Student identifies and discusses several component of physical fitness (cardio-respiratory endurance, flexibility, body composition and/or muscle strength and endurance). Student makes a connection with fitness principles to lesson plans, content standards (national, state) and gives assessment strategies. | Outstanding  4 points  Student directly states all the principles of physical fitness (cardio-respiratory endurance, flexibility, body composition and/or muscle strength and endurance) as well as specifically outlines how to incorporate each principle within their teaching (i.e. FITT principle). Student provides a comprehensive understanding of the principles and their impact and connection within physical education. Student mentions specific content standards and the understanding of the principles as they relate to physical fitness testing. |

**Question #4 (Dr. Dawn Lewis)**

Describe ways to increase students’ physical and social competence by using teaching cues, feedback and reinforcement.

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| Unsatisfactory  1 point  Response did not address question, is incorrect, or mostly included incorrect information related to best practices for providing feedback, reinforcement, and instruction. | Basic  2 points  Response includes some incorrect information, is inconsistent with best practices, and/or lacks quality and depth. E.g., answer included vague information related to method for giving feedback, reinforcement and instruction; specific methods for improving specific outcomes are vague or inconsistent. | Above Average  3 points  Response reflects best practices for feedback, reinforcement and instruction, but addresses 1 or 2 outcomes expected to improve (skill acquisition, competence, motivation).  Response mainly consists of examples for improving outcomes, rather than describing methods and the use of appropriate terminology. | Outstanding  4 points  Response reflects best practices for feedback, reinforcement and instruction and addresses all 3 outcomes expected to improve (skill acquisition, competence, motivation).  Response is detailed, thorough, and specific that includes the use of appropriate terminology and description of methods.  Response may or may not include specific examples. If used, examples are appropriate for describing methods. |

**Question #5 (Ms. Justine McAlpine)**

There are a multitude of movement concepts and forms that physical educators teach to create a balanced program (ex: aquatics, dance, gymnastics, combatives, etc.). Give examples of how you will accommodate a variety of developmental levels to ensure your students’ success in at least one of these movement areas?

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| Unsatisfactory  1 point  Student is unable to describe any methods of accommodating students of varying developmental levels and/or provide incorrect or inappropriate information. He/She fails to give specific examples relating to a specific content area and does not discuss the ways in which he/she will encourage and embrace this type of diversity within his/her classes while also creating a safe learning environment for diverse learners. | Basic  2 points  Student references only one method of accommodating students of varying developmental levels, and gives vague examples relating to one specific content area. Method mentioned might include reference to groupings, challenge by choice, determining individual activities depending on pre-assessment, and the use of peer teaching to name a few. Student fails to reference, or references very vaguely, the ways in which he/she will encourage and embrace this type of diversity within his/her classes while also creating a safe learning environment for diverse learners. | Above Average  3 points  Student references at least two methods of accommodating students of varying developmental levels, giving specific examples relating to one specific content area. Methods might include specifics on groupings, challenge by choice, determining individual activities depending on pre-assessment, and the use of peer teaching to name a few. Student also references the ways in which he/she will encourage and embrace this type of diversity within his/her classes or how he/she will create a safe learning environment for diverse learners. | Outstanding  4 points  Student references multiple (at least 3) methods of accommodating students of varying developmental levels, giving specific examples relating to two or more content areas.  Methods might include specifics on groupings, challenge by choice, determining individual activities depending on pre-assessment, and the use of peer teaching to name a few.  Student also references the ways in which he/she will encourage and embrace this type of diversity within his/her classes while also creating a safe learning environment for diverse learners. |

**Question #6 (Dr. Wade Gilbert)**

Describe one evaluation strategy for addressing the health-related domain and one for the affective learning domain. Explain how these strategies could be used as formative assessments.

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| Unsatisfactory  1 point  Candidate described an evaluation strategy that is not consistent with a formative evaluation approach or does not address the health-related or affective learning domain | Basic  2 points  Candidate described an evaluation strategy that is not consistent with a formative evaluation approach and addresses the health-related or affective learning domain | Above Average  3 points  Candidate described an evaluation strategy that is consistent with a formative approach and does address the health-related or affective learning domain | Outstanding  4 points  Candidate described a specific evaluation strategy in detail that is consistent with a formative evaluation approach and demonstrates a clear understanding of current issues effecting evaluation in the health-related or affective learning domain |

**Question #7 (Dr. Nicole Smith)**

In your teaching strategies, how can you connect other subject areas to enhance learning across the curriculum?

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| Unsatisfactory  1 point  The candidate did not make any connection between physical education and other subjects in the school curriculum. The physical education content stood alone and did not cross the curriculum | Basic  2 points  Reference was made by the student that connected physical education to another subject in the school curriculum; however, the connection was irrelevant, unimportant, and/or simplistic at best | Above Average  3 points  Several connections were made linking different subject areas to physical education content. The links were relevant, current, and added to the overall educational experience | Outstanding  4 points  A variety of connections were made relating physical education content with other subject areas. Specific examples were given that clearly demonstrated how physical education and other academic subjects (math, science, history, English etc.) are linked through education |

**Physical Education Subject Matter Competence Exam**

Departmental Subject Matter Competence (SMC) Exams were not given during the pandemic due to the guidelines regarding social distancing, etc. The State of California Department of Education (CDOE) and CCTC (teacher credentialing division of the CDOE) have limited or eliminated the requirements for student exams for the SMC, CSET and CBEST. The CDOE is currently (September 2021) in the process of revising the requirements and have not yet provided any guidance or directions at this date.

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| **Department of Kinesiology**  **College of Health and Human Services**  **2014 – 2021** |
| **Student Outcomes Assessment Plan (SOAP)** |
| 1. Mission Statement |
| It is the mission of the Department of Kinesiology to create, foster and perpetuate an academic environment and community which transcends social and economic disparity, and focuses upon improving the human condition through education, research, and practical applications related to physical activity, fitness, and wellness, and through the biological, psychological, philosophical, social, economic and personal benefits intimately associated with physical learning, development and achievement. Related to this mission, it is the philosophy of the Department that positive and formative development of individuals and society, promotion of health, vitality and wellness, and achievement of self-actualization are derived from a foundational understanding of underlying biological, physical, psychological, sociological and philosophical principles of physical activity, and from the regular practice of physical activities which promote such understanding. We believe that our students are profoundly influenced by positive working relationships with individual faculty members, who are actively involved in teaching, research, and community outreach. The Department of Kinesiology is therefore committed to continuous improvement of our curriculum and the process by which we educate our students and conduct research, and to expansion of our interactions with the local and global community. |

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| 1. **Goals and Student Learning Outcomes** |
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| 1. Student will demonstrate knowledge, skill, and practice in physical activity, health, wellness, and quality of life.    1. Demonstrate knowledge of the relationship between the physical activity participation, health, and well-being across the lifespan.    2. Demonstrate skill in evaluating physical activity programs that promote health and improve quality of life.    3. Demonstrate knowledge of lifestyle factors and choices that increase risk for chronic disease, or which prevent chronic disease, and promote optimal health and wellness.    4. Demonstrate knowledge of nutritional patterns and practices that increase risk for chronic disease or which prevent chronic disease, and promote optimal health and wellness. 2. Students will demonstrate knowledge of and skill in scientific foundations of physical activity.    1. Apply scientific theory of human movement in the design and implementation of appropriate physical activities.    2. Critically evaluate information about physical activity from a scientific basis. 3. Students will identify issues related to kinesiology for diverse populations.    1. Identify factors that influence physical activity choices for diverse populations.    2. Demonstrate skills or abilities necessary to implement appropriate physical activity programs for diverse populations. 4. Students will develop critical thinking, problem solving, and professional communication skills.    1. Identify problems and develop solutions based upon issues in kinesiology.    2. Demonstrate skills to communicate kinesiological principles to diverse groups. |

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| 1. **Curriculum Map (Matrix of Courses x Learning Outcomes)**   I =Introduced, E = Emphasized, A = Applied, R = Reinforced, M = Mastered |

|  | **Outcome**  **A1** | **Outcome**  **A2** | **Outcome**  **A3** | **Outcome**  **A4** | **Outcome**  **B1** | **Outcome**  **B2** | **Outcome**  **C1** | **Outcome**  **C2** | **Outcome**  **D1** | **Outcome**  **D2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| KINES 1. Introductory Principles and Techniques for Physical Fitness Development | I | I | I | I | I | I | I | I | I | I |
| KINES 31. Historical and Professional Foundations of Physical Education | I | I | I | I | I | I | I | I | E |  |
| KINES 32. Lifetime Fitness and Wellness | A | A | A | A | E | E | I | I | E | I |
| KINES 33. Foundation of Sport Exercise Psychology | I | I | A |  |  | A | R | I | R | R |
| KINES 35. Human Structure and Function: Applications to Kinesiology | E | I | I | R | I | E |  |  | R | I |
| KINES 38. Introduction to Athletic Training |  |  | I |  |  |  |  |  | A | E |
| KINES 45. Introduction to Sport Administration |  |  |  |  |  |  |  |  | E | I |
| KINES 109. Motor Learning |  |  |  |  | E, A, R, M | E, A, R |  |  | E, A, R | E, A, R |
| KINES 110. Motor Development | E, A, R | E, A, R | E, A, R |  | E, A, R, M | E, A, R | E, A | E, A | E, A, R | E, A, R, M |
| KINES 111. The Olympics Games | R | R | R |  | R | R | R | R | R | R |
| KINES 116. Fundamentals of Biomechanics | R | A | R | R | M | E | E | E | E | E |
| KINES 118. Fundamentals of Exercise Physiology | M | E | R | R | E | E | E | E | E | E |
| KINES 119. ECG and Clinical Exercise Physiology | M | E | M | A | E | M | M | M | M | E |
| KINES 120. Planning Strategies for Physical Education | R | I | R |  | E, A, R | E, A, R | E, R | I, A | E, R | A, R |
| KINES 121. Body Composition: Theory, Principles and Management | E | E |  | E |  | R | I |  | M |  |
| KINES 122. Nontraditional Games and Outdoor Education | R | R |  |  | R | R | A | R | A | R |
| KINES 123. Analysis and Application: Fitness Nutrition, and Elementary Physical Education | A | A | A | E | A |  | E | A | I | A |
| KINES 125A. Coaching Football |  |  |  |  |  |  |  | I | I | I |
| KINES 125B. Coaching Basketball |  |  |  |  |  |  |  | I | I | I |
| KINES 125D. Coaching Baseball |  |  |  |  | A |  |  | I |  | I |
| KINES 126. Analysis and Application: Aquatics | R | A |  |  | A, R, M |  | E | M |  | R |
| KINES 131. Analysis and Application: Rhythm, Tumbling, Individual, and Team Activities | A | A |  | R | A |  | E | A | I | A |
| KINES 137. Structural Biomechanics | R | R | R | R | M | E | E | E | M | E |
| KINES 144. Field Experience in Teaching | A | R | A | A | A | R | A | A | M | M |
| KINES 146. Risk Management of Sport and Exercise |  |  |  |  |  |  |  |  | A | I |
| KINES 147. New Ventures in Sport |  |  |  |  |  |  |  |  | R | I |
| KINES 148. Biophysical Aspects of Aging | M | M | M | E | R | R | R | E | R | M |
| KINES 150. Internship in Sport Administration |  |  |  |  |  |  |  |  | I | I |
| KINES 152. Physical Education for Children | E | E | I | I |  |  | I | A | I | A |
| KINES 159. Measurement and Evaluation | E | A | E |  | A | A | I | I | A | A |
| KINES 162. Coaching Concepts | I | A | I | I | E | I | I |  | A | I |
| KINES 163. Fitness and Wellness | A | A | M | A | E | M | E | M | M | E |
| KINES 165. Performance Related Fitness | A | A | M | A | E | M | E | M | M | E |
| KINES 167. Integrative Exercise Science | E | E | E | M | E | E | E | E | E | M |

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| 1. **Assessment Methods** |
| * 1. **Direct Measures** |
| * + 1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119.        1. This measurement provides information on how well exercise science majors understand the relationship between physical activity participation, health, and well-being across the lifespan.        2. This measurement provides information on the exercise science majors’ skill in evaluating physical activity programs.        3. This measurement provides information on the exercise science majors’ ability to critically evaluate information about physical activity from a scientific basis.        4. This measurement provides information on the exercise science majors’ ability to identify factors that influence physical activity choices for diverse populations.        5. This measure provides information on the exercise science majors’ abilities in implementing appropriate physical activity programs for diverse populations.     2. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills exam.        1. This measurement provides information to determine the extent to which physical education majors can identify movement patterns associated with development across the lifespan and is evaluated using a rubric.     3. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills Stage Characteristic exam.        1. This measurement provides information on the physical education majors’ ability to evaluate physical activity programs through analysis of movement patterns associated with development across the lifespan and is evaluated using a rubric. |
| * + 1. Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32.        1. This measurement provides information about how effectively students can interpret how wellness data collected impacts their risk of chronic disease and what prevention steps can be taken. It is evaluated using a rubric. |
| * + 1. Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7-day Nutritional Analysis assignment.        1. This measurement provides information on the students’ understanding of nutritional practices and theories and how they impact health and disease prevention on a personal level. It is evaluated using a rubric .     2. Percentage of exercise science majors who score 70% or above on embedded questions on exam four in KINES 137.        1. This measurement provides information on exercise science majors’ ability to apply scientific theory to design and implement appropriate physical activities.        2. This measurement also provides information on the exercise science majors’ ability to identify problems and develop solutions based upon issues in Kinesiology.     3. Percentage of physical education majors who score 70% or above on the Hydrodynamics exam in KINES 126.        1. This measurement provides information on physical education majors’ ability to apply scientific theory to design and implement appropriate physical activities. It is evaluated using a rubric.     4. Percentage of physical education majors who score 70% or above on the Lab One assignment in KINES 159.        1. This measurement provides information on the physical education majors’ ability to critically evaluate information about physical activity from a scientific basis and is evaluated using a rubric.     5. Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122.        1. This measurement provides information on the physical education majors’ ability to identify factors that influence physical activity choices for diverse populations. It is evaluated using a rubric.     6. Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122.        1. This measure provides information on the physical education majors’ abilities in implementing appropriate physical activity programs for diverse populations. It is evaluated using a rubric.     7. Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144.        1. This measurement provides information on the physical education majors’ ability to identify problems and develop solutions based upon issues in Kinesiology and is evaluated using a rubric.     8. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1.        1. This measure provides information on the exercise science majors’ ability to communicate kinesiological principles to diverse groups and is evaluated using a rubric. |
| * 1. **Indirect Measures** |
| * + 1. Results of the alumni survey.        1. The alumni survey is a comprehensive survey of graduate’s perceptions about content, quality, organization, relevance, and how prepared they feel for whatever they are currently doing. Thus, it allows the Department to better understand graduates’ perceived level of competence in each of our learning outcomes.     2. Results of the senior exit survey.        1. The senior exit survey is a comprehensive survey of the student’s perceptions about content, quality, organization, relevance, and how prepared they feel for the future. Thus, it allows the Department to better understand graduates’ perceived level of competence in each of our learning outcomes. |
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| 1. **Student learning outcomes x Assessment Methods Matrix**   **ExSci = measurement of Learning Outcome for Exercise Science majors**  **PE = measurement of Learning Outcome for Physical Education majors**  **ALL = measurement of Learning Outcome for all Kinesiology majors** |
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|  | Outcome A1 | Outcome A2 | Outcome A3 | Outcome A4 | Outcome B1 | Outcome B2 | Outcome C1 | Outcome C2 | Outcome D1 | Outcome D2 |
| **DIRECT MEASURES** |  |  |  |  |  |  |  |  |  |  |
| Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. | ExSci | ExSci |  |  |  | ExSci | ExSci | ExSci |  |  |
| Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills exam. | PE |  |  |  |  |  |  |  |  |  |
| Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills Stage Characteristic exam. |  | PE |  |  |  |  |  |  |  |  |
| Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. |  |  | ALL |  |  |  |  |  |  |  |
| Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7-day Nutritional Analysis assignment. |  |  |  | ALL |  |  |  |  |  |  |
| Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. |  |  |  |  | ExSci |  |  |  | ExSci |  |
| Percentage of physical education majors who score 70% or above on the Hydro- dynamics exam in KINES 126. |  |  |  |  | PE |  |  |  |  |  |
| Percentage of physical education majors who score 70% or above on Lab One assignment in KINES 159. |  |  |  |  |  | PE |  |  |  |  |
| Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122. |  |  |  |  |  |  | PE |  |  |  |
| Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. |  |  |  |  |  |  |  | PE |  |  |
| Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144. |  |  |  |  |  |  |  |  | PE |  |
| Percentage of exercise science majors who score 70% or above on the Practical exam in KINES 1. |  |  |  |  |  |  |  |  |  | ALL |
| **INDIRECT MEASURES** |  |  |  |  |  |  |  |  |  |  |
| \*Results of Alumni survey. | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL |
| \*Results of senior exit survey. | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL | ALL |

\* Currently under revision.

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| 1. **Timeline for Implementation of Assessment Methods and Summary Evaluations** |
| Year 2014 to 2015 |
| 1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome A1 and A2 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills exam. *(Outcome A1 – PE)* 3. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills Stage Characteristic exam. *(Outcome A2 – PE)* 4. Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. *(Outcome A3 – All)* 5. Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7-day Nutritional Analysis assignment. *(Outcome A4 – All)* |
| Year 2015 to 2016   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome D1 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144. *(Outcome D1 – PE)* 3. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1. *(Outcome D2 – All)* 4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome C1 and C2 – ExSci)* 5. Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122. *(Outcome C1 – PE)* 6. Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. *(Outcome C2 – PE)* |
| Year 2016 to 2017   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome B1 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the Hydrodynamics exam in KINES 126. *(Outcome B1 – PE)* 3. Percentage of physical education majors who score 70% or above on Lab One assignment in KINES 159. *(Outcome B2 – PE)* 4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome B2 – ExSci)* 5. Results of Alumni survey. |

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| Year 2017 to 2018   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome A1 and A2 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills exam. *(Outcome A1 – PE)* 3. Percentage of physical education majors who score 70% or above on the KINES 110 Fundamental Motor Skills Stage Characteristic exam. *(Outcome A2 – PE)* 4. Percentage of Kinesiology majors who score 70% or above on the Cardiovascular Risk Assessment assignment in KINES 32. *(Outcome A3 – All)* 5. Percentage of Kinesiology majors in KINES 32 who score 70% or above on the 7-day Nutritional Analysis assignment. *(Outcome A4 – All)* 6. Results of Senior Exit Survey.   Year 2018 to 2019   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome D1 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the Teaching Video assignment in KINES 144. *(Outcome D1 – PE)* 3. Percentage of Kinesiology majors who score 70% or above on the Practical exam in KINES 1. *(Outcome D2 – All)* 4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome C1 and C2 – ExSci)* 5. Percentage of physical education majors who score 70% or above on the Diverse Populations Writing assignment in KINES 122. *(Outcome C1 – PE)* 6. Percentage of physical education majors who score 70% or above on the Cultural Activity Lesson Plan assignment in KINES 122. *(Outcome C2 – PE)*   Year 2019 to 2020– Data not required/collected due to pandemic   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome B1 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the Hydrodynamics exam in KINES 126. *(Outcome B1 – PE)* 3. Percentage of physical education majors who score 70% or above on Lab One assignment in KINES 159. *(Outcome B2 – PE)* 4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome B2 – ExSci)* 5. Results of Alumni survey.   Year 2020 to 2021   1. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 137. *(Outcome B1 – ExSci)* 2. Percentage of physical education majors who score 70% or above on the Hydrodynamics exam in KINES 126. *(Outcome B1 – PE)* 3. Percentage of physical education majors who score 70% or above on Lab One assignment in KINES 159. *(Outcome B2 – PE)* 4. Percentage of exercise science majors who score 70% or above on embedded exam questions in KINES 119. *(Outcome B2 – ExSci)* 5. Results of Alumni survey. |

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| 1. **Process for Closing the Loop** |
| Data is collected and analyzed according to the implementation schedule, above. This information is then used to write a report, “Summary of Outcome Assessment Results”, for the academic year in which the data is collected. Shortly after the report is compiled, it is presented to and reviewed by the departmental faculty. The findings are discussed, and an action plan may be decided upon, as appropriate. If it is decided that an action needs to be taken or a change needs to be made, responsibilities are assigned. It is then up to the Assessment Coordinator to follow up on any actions or changes in terms of additional data collected in subsequent years. Examples of “Summary of Outcome Assessment Results” reports will clearly identify actions that have been taken and are available upon request. |

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| **Appendices** |
| 1. Appendix A: Embedded Exam Questions for KINES 119    1. Outcomes A1, A2, B2, C1, C2 (Ex Sci) 2. Appendix B: Fundamental Motor Skills Exam for KINES 110    1. Outcome A1 (PE) 3. Appendix C: Fundamental Motor Skills Stage Characteristic Exam for KINES 110    1. Outcome A2 (PE) 4. Appendix D: Cardiovascular Risk Assessment Assignment and Rubric for KINES 32    1. Outcome A3 (all) |
| 1. Appendix E: Seven Day Nutritional Analysis Assignment for KINES 32    1. Outcome A4 (all) 2. Appendix F: Embedded Exam Questions for KINES 137    1. Outcomes B1 and D1 (Ex Sci) 3. Appendix G: Hydrodynamics Exam for KINES 126    1. Outcome B1 (PE) 4. Appendix H: Lab One Assignment and Rubric for KINES 159    1. Outcome B2 (PE) 5. Appendix I: Diverse Populations Writing Assignment for KINES 122    1. Outcome C1 (PE) 6. Appendix J: Cultural Activity Lesson Plan Assignment and Rubric for KINES 122    1. Outcome C2 (PE) 7. Appendix K: Teaching Video Assignment Rubric for KINES 144    1. Outcomes D1 and D2 (PE) 8. Appendix L: Practical Exam for KINES 1    1. Outcome D2 (Ex Sci) 9. Appendix M: Alumni Survey (under revision)    1. All outcomes 10. Appendix N: Senior Exit Survey (under revision)     1. All outcomes |

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| **Appendix A**  Embedded Exam Questions for KINES 119 |
| **A1**  KINES 119, Test #1   1. According to your K119 instructor, the best description of the **primary job duty** of any individual possessing an exercise science degree is to:    1. Ensure that the client is properly supervised during all exercise testing procedures.    2. Properly document all pertinent and relevant information during an exercise session    3. *Promote lifelong adherence to a physically active lifestyle for all individuals*    4. Screen at risk individuals for developing disease(s) and counsel them on safe alternatives to exercise   For a “Wellness” way of life, a person needs to: a) recognize components of lifestyle that are detrimental.  b) implement programs conducive to increase positive outcome in all the dimensions of wellness.  c) become (and stay) physically fit .  d) manifest no signs of disease and avoid all risk factors for disease.  **e)** the combination of all of the above is ideal for a “Wellness” way of life.  **A2**  KINES 119, Test #3   1. Mrs. Fatty McButterpants wants to lose this initial 20 pounds in the **most effective** manner possible, as supported by the scientific evidence. Because of your expertise and knowledge about the effects of exercise, diet, and medications on weight loss, your co-worker has asked your opinion about the best way for Mrs. McButterpants to lose weight. Which of the following would be the best option (according to the scientific evidence) in order to promote weight loss?    1. Weight train 3 days/week + 1000 calorie a day diet    2. 30 minutes of aerobic exercise daily    3. Weight train 2 days/week ***and*** 30 minutes of aerobic exercise daily while maintaining her typical dietary intake/habits    4. Medically supervised use of weight loss medication combined with weight training    5. *A balanced diet combined with physical activity that results in a deficit of 500 – 1000 calories a day.*   KINES 119, Test #3  Mr. Methuselah Honeysuckle has come to you for an exercise prescription. He has undergone extensive screening and testing by his physician and is cleared to begin an exercise program. Mr. Honeysuckle is 73 years old, 5’11’ tall and 163 lbs. He has been diagnosed as hypertensive and with coronary artery disease (CAD). He currently is taking medication for these diseases, and these diseases are well controlled. He lives alone. His major complaint is that it is becoming more difficult for him to get in and out of his car, stepping up & down curbs, climbing stairs, generally walking about, etc. He also has a hard time getting up and down from his recliner and the toilet. You notice he requires several tries to get up from the chair in your office. He also moves with a very “stiff” gait and has trouble turning his head. He still likes a good cigar every now and then, and drinks two glasses of wine with dinner every night. He also says he has trouble lifting a gallon of milk out of the refrigerator (about 8 lbs.)   1. For a warm–up, you will have Mr. Methuselah Honeysuckle walk slowly for 5-10 minutes, gradually increasing his exercise intensity. After this he may commence the aerobic exercise portion of his program. After the aerobic training session and a gradual cool-down he will perform a series of stretches that address each major muscle group. Based on class discussion, is this an optimal order for performing these components of an exercise program?    1. *Yes*    2. No   What is the **typical** (traditional) aerobic exercise prescription for sedentary, overweight persons wanting to lose weight? a) 3-4x per week / 15-20 minute sessions / 75-85% intensity **b)** 5-6x per week / 45-60 minute sessions / 50-65% intensity c) 5-7x per week / 15-45 minute sessions / 50-65% intensity d) 4-5x per week / 60-90 minute sessions / 60-70% intensity  **B2**  KINES 119, Test #1   1. Ms. Leeza Snerdley is a 20 year-old college student. She is a Kinesiology student at CSU Fresno. Her mother developed breast cancer when Leeza was 16 and her father was diagnosed with colon cancer last year. She had heard, and shared with her parents, that regular physical activity may help slow the progression of their diseases. Her parents discussed this with their physician, Dr. Dray. Dr. Dray informed them that there is no scientific evidence to support Leeza’s claim. Is Dr. Dray correct?    1. Yes    2. No   **C1**  KINES 119, Test #1   1. Which of the following statements is incorrect?    1. Physical activity tends to increase with age    2. Physical activity tends to be less among low-income individuals    3. Physical activity tends to be less among lower educated individuals    4. Sedentary lifestyle tends to be greater among adult women v. adult men   **C2**  KINES 119, Test #1   1. Because of language and cultural barriers, when the client and EP come from different cultural backgrounds, the health history obtained may not be accurate. This statement is essentially:    1. True    2. False |

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| **Appendix B**  Fundamental Motor Skills Exam for KINES 110 |
| 1. What is the proper sequence in the development of locomotion:  a. crawling, sliding, walking  b. scooting, crawling, walking  c. crawling, walking, running  d. crawling, toddling, walking  2. Initial prone locomotion begins with what movement:  a. walking  b. cruising  c. crawling  d. upright movement  3. Crawling is characterized by what movement pattern:  a. contralateral movement  b. ipsilateral movement  c. bilateral movement  d. unrhythmic movement  4. Girls develop the most mature stage of which Fundamental Motor Skills prior to boys:  a. catching, hopping, skipping  b. leaping, sliding, punting  c. striking, throwing, kicking  d. hopping, galloping, skipping  5. Stage 1 of the FMS of throwing is identified by:  a. no spinal rotation, chop throw, vertical windup  b. high windup, ipsilateral step, no follow through  c. downward throw, contralateral step, follow through  d. ipsilateral step, diagonal swing, no follow through  6. An ipsilateral movement is defined as:  a. movement where limbs move in opposition  b. an awkward or uncoordinated movement  c. limbs on the same side of the body moving simultaneously  d. a smooth rhythmic movement  7. A contralateral movement is defined as:  a. movement where limbs move in opposition  b. an awkward or uncoordinated movement  c. limbs on the same side of the body moving simultaneously  d. a smooth rhythmic movement  8. Stage 3 of the FMS of catching is characterized by:  a. arms wrap around the ball, step to catch  b. arms scoop the ball, single step  c. catching with hands, steps to ball  d. catching with hands, no stepping to ball  9. Yoking is defined as:  a. the most mature stage of jumping  b. a bilateral hopping motion  c. winging or breaking motion  d. contralateral arm movement  10. Stage 1 of the FMS skipping is characterized by:  a. slow deliberate movement, irregular rhythm  b. easy rhythmic movement, reduced arm action  c. feet remain close to ground, hips oriented forward  d. pendular action, forward upper body lean  11. Stage 3 of the FMS striking is defined by:  a. contralateral step, wrist rollover  b. diagonal swing, ipsilateral step  c. contralateral step, chop strike  d. ipsilateral step, vertical wind up  12. Bilateral arm action is characteristic of which stages of hopping:  a. stage 1 and 5  b. stage 1 and 2  c. stage 2 and 3  d. bilateral arm action does not occur in hopping  13. Stage 4 of the FMS galloping is characterized by:  a. rhythmic uneven run, airborne phase  b. stiff trail leg, hips oriented sideways  c. galloping does not exhibit a forth stage  d. smooth rhythmic tempo, feet close to the ground  14. Stage 2 of the FMS kicking is characterized by:  a. rear leg wind up, stationary body  b. rapid approach, airborne phase  c. no wind up, push at ball  d. preparatory steps, rear leg wind up  15. Stage 3 of the FMS running is defined by:  a. pendular arm action, flat feet  b. arms low guard, heel-toe contact  c. complete arm/leg extension  d. legs fully extended, some heel-toe contact  16. Stage 2 of the FMS jumping is characterized by:  a. legs near full extension, great vertical component  b. knees flexed, contralateral arm action  c. preparatory steps, arm yoking  d. arm swing, and forward body lean  17. Stage 1 of the FMS of hopping is characterized by:  a. body erect, non support leg in front and parallel  b. arms middle guard, forceful movement  c. arms low guard, forceful movement  d. body erect, non support leg parallel, held in back  18. The early stages of catching are characterized by all of the following **except**  A. arms relaxed at sides while awaiting the ball  B. arms and hands attempt to secure the ball by holding it against the chest  C. ball is caught with hands, without making contact with the body  D. fingers are extended as hands attempt to grasp the ball  19. The most difficult motor patterns for children to attain is the  A. gallop  B. skip  C. hop  D. jump  20. The most advanced stage of arm action in the throw is  A. no preparatory backswing  B. a circular arm action in which the arm moves down and back  C. a circular overhand preparatory movement with the elbow extended  D. bringing the object up beside the head by upward humerus flexion  21. Which of these combination movement skills is characterized by an uneven rhythmical pattern?  A. hop  B. gallop  C. slide  D. skip  22. The mature catcher  A. gives with the catch  B. adjusts the entire body to control the ball with only the hands  C. hugs or traps the ball against the body  D. both A and B  23. A child’s initial attempt at striking an object with either a bare hand or an implement is very similar to the  A. catching pattern of young children  B. the Moro reflex in infants  C. overarm throwing pattern of young children  D. skipping pattern of young children  24. Factors that influence catching performance include all of the following **except**  A. ball size  B. leg length  C. vision and viewing time  D. ball and background color  25. Braking is defined as:  a. the most mature stage of jumping  b. a bilateral hopping motion  c. winging or yoking motion  d. contralateral arm movement |

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| **Appendix C**  Fundamental Motor Skills Stage Characteristic Exam for KINES 110 |

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| **Fundamental Motor Skill** | **Stage 1** | **Stage 2** | **Stage 3** | **Stage 4** | **Stage 5** |
| **THROW** | ⭘ Vertical wind-up  ⭘ “Chop” throw  ⭘ Feet stationary  ⭘ No spinal rotation | ⭘ Horizontal wind-up  ⭘ “Sling throw”  ⭘ Block rotation  ⭘ Follow-through across body | ⭘ High wind-up  ⭘ Ipsilateral step  ⭘ Little spinal rotation  ⭘ Follow-through across body | ⭘ High wind-up  ⭘ Contralateral step  ⭘ Little spinal rotation  ⭘ Follow-through across body | ⭘ Downward arc wind-up  ⭘ Contralateral step  ⭘ Segmental body rotation  ⭘ Arm-leg follow-through |
| **CATCH** | ⭘ Delayed arm action  ⭘ Arms straight in front until ball contact, then scooping action to chest  ⭘ Feet stationary | ⭘ Arms encircle ball as it approaches  ⭘ Ball is “hugged” to chest  ⭘ Feet stationary or many take one step | ⭘ “To chest” catch  ⭘ Arms “scoop” under ball to trap it to chest  ⭘ Single step may be used to approach ball | ⭘ Catch with hands only  ⭘ Feet stationary or limited to one step | ⭘ Catch with hands only  ⭘ Whole body moves through space |
| **KICK** | ⭘ Little/No leg wind-up  ⭘ Stationary position  ⭘ Foot “pushes” ball  ⭘ Step backward after kick (usually) | ⭘ Leg wind-up to the rear  ⭘ Stationary position  ⭘ Opposition of arms and legs | ⭘ Moving approach  ⭘ Foot travels in a low arc  ⭘ Arm/Leg opposition  ⭘ Forward or sideward step on follow-thru | ⭘ Rapid approach  ⭘ Backward trunk lean during wind-up  ⭘ Leap before kick  ⭘ Hop after kick |  |
| **PUNT** | ⭘ No leg wind-up  ⭘ Ball toss erratic  ⭘ Body stationary  ⭘ Push ball / step back | ⭘ Leg wind-up to the rear  ⭘ Ball toss still erratic  ⭘ Body stationary  ⭘ Forceful kick attempt | ⭘ Preparatory step(s)  ⭘ Some arm/leg yoking  ⭘ Ball toss or drop | ⭘ Rapid approach  ⭘ Controlled drop  ⭘ Leap before ball contact  ⭘ Hop after ball contact |  |
| **STRIKE** | ⭘ “Chop” strike  ⭘ Feet stationary | ⭘ Horizontal push/swing  ⭘ Block rotation  ⭘ Feet stationary/stepping | ⭘ Ipsilateral step  ⭘ diagonal downward swing | ⭘ Contralateral step  ⭘ Segmented body rotation  ⭘ Wrist rollover on follow-through |  |
| **LONG JUMP** | ⭘ Arms act as “brakers”  ⭘ Large vertical component  ⭘ Legs not extended | ⭘ Arms act as “wings”  ⭘ Vertical component still great  ⭘ Legs near full extension | ⭘ Arms move forward/ elbows in front of trunk at take-off  ⭘ Hands to head height  ⭘ Take-off angle still above 45 degrees  ⭘ Legs often fully extended | ⭘ Complete arm and leg extension at take-off  ⭘ Take-off near 45° angle  ⭘ Thighs parallel to surface when feet contact for landing |  |
| **RUN** | ⭘ Arms – high guard  ⭘ Flat-footed contact  ⭘ short stride  ⭘ Wide stride, shoulder width | ⭘ Arms – middle guard  ⭘ Vertical component still great  ⭘ Legs near full extension | ⭘ Arms – low guard  ⭘ Arms opposition – elbows nearly extended  ⭘ Heal-toe contact | ⭘ Heel-toe contact (toe-heel when sprinting)  ⭘ Arm-leg opposition  ⭘ High heel recovery  ⭘ Elbow flexion |  |

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| **HOP** | ⭘ Non-supporting foot in front with thigh parallel to floor  ⭘ Body erect  ⭘ Hands shoulder height | ⭘ Non-support knee flexed with knee in front and foot behind support leg  ⭘ Slight body lean forward  ⭘ Bilateral arm action | ⭘ Non-support thigh vertical with foot behind support leg-knee flexed  ⭘ More body lean forward  ⭘ Bilateral arm action | ⭘ Pendular action on non-support leg  ⭘ Forward body lean  ⭘ Arm opposition with swing leg |  |
| **GALLOP** | ⭘ Resembles rhythmically uneven run  ⭘ Trail leg crosses in front of lead leg during airborne phase, remains in front at contact | ⭘ Slow-moderate tempo, choppy rhythm  ⭘ Trail leg stiff  ⭘ Hips open, oriented sideways  ⭘ Vertical component exaggerated | ⭘ Smooth, rhythmical pattern, moderate tempo  ⭘ Feet remain close to ground  ⭘ Hips oriented forward |  |  |
| **SKIP** | ⭘ Broken pattern or irregular rhythm  ⭘ Slow, deliberate movement  ⭘ Ineffective arm action | ⭘ Rhythmical skip pattern  ⭘ Arms provide body lift  ⭘ Excessive vertical | ⭘ Arm action reduced; hands below shoulders  ⭘ Easy, rhythmical movement  ⭘ Support foot near surface on hop |  |  |

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| **Paper components** | **Possible** | **Earned** |
| Have your resting blood pressure measured and record results. Compare your results with norms provided. | 5 |  |
| Perform a thorough health history going back 3 generations (parents, grandparents, great-grandparents) and include as many aunts, uncles, cousins, etc. as possible. Create a chart to summarize findings and attach as an appendix. | 10 |  |
| Fill out the “Self Evaluation for Cardiovascular Risk” form and calculate your score. Attach to this paper as appendix. | 5 |  |
| Complete the “Stress Vulnerability Questionnaire” and “Stress Test” and calculate the two scores. Include scores in narrative of paper. | 10 |  |
| Use all of these data to estimate your risk for cardiovascular disease. Rate yourself on a scale from 1 (lowest risk) to 10 . | 10 |  |
| Explain why you have given yourself that rating. Relate the rating to the number and severity of risk factors you have identified for yourself. | 10 |  |
| Identify three (3) lifestyle modifications you could make that would have the greatest positive effect on your cardiovascular health. | 10 |  |
| Develop and fully describe a practical, feasible behavior-based strategy for implementing the 3 lifestyle modifications you have identified above. Explain precisely how you would change your daily life to implement these modifications. | 30 |  |
| Extra Credit: Take the blood lipid panel test and attach a copy of your results. Compare your results with the norms in the textbook or class handout. Discuss your blood lipid results as they compare to norm values. | (20) |  |
| Present this information in a clear, well-developed paper. This paper should have an introduction, which provides the reader with some general info about the relationship between lifestyle and disease/longevity, and which clearly and concisely describes the purpose/objectives of the paper. Following this intro there should be a multi-paragraph body, which covers the points identified above. Finally, there should be a conclusion, which summarizes the info in the body in relation to the main points in the introduction. | 10 |  |
|  | 100 |  |

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| **Appendix D**  Cardiovascular Risk Assessment Assignment for KINES 32 |
| **Scoring Rubric**  **ASSIGNMENT #2: Lifestyle Assessment and Risk for Cardiovascular Disease (100 points).** The objective of this paper is to perform a family history to assess your genetic potential for longevity and resistance to disease. Then, use this information to modify your lifestyle to reduce the risk for this disease and to improve the chances of living a long and healthy life. |

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| **Appendix E**  Seven Day Nutritional Analysis Assignment for KINES 32 |
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The purpose of this assignment is to take a close look at the foods and beverages you are eating, and determine if they are helping or hindering your ability to meet your daily caloric and nutritional goals (based upon determining your Daily Caloric Allowance). Additionally, you should be able to see if there are any inconsistencies in your diet that need addressing.

1. Go to [www.choosemyplate.gov](http://www.choosemyplate.gov) and then click on “SuperTracker”.
2. Click on “create profile” and answer the questions.
   1. Profile name, age, gender
   2. Activity level
   3. Height and weight
   4. Are you trying to lose weight or maintain weight?
3. Then “Register to save your profile” and “Submit to review your plan”.
   1. Write down your log in info
4. Read the “My Plan” info provided which is specific to you and includes:
   1. Your daily caloric allowance
   2. Limit of empty calories per day allowed
   3. Specific recommendations for each food group
      1. Number of servings
      2. Food group amounts (serving sizes)
      3. What counts
      4. Tips
5. Return to the SuperTracker start page and click on “Food Tracker”
6. Enter ALL foods and beverages eaten each day for 7 consecutive days.
   1. SUGGESTION: keep a food journal during the day and write everything down after each meal/snack so you don’t forget anything and be very specific
   2. Log everything onto the Food Tracker by day (use calendar)
7. At the end of 7 days, go to the SuperTracker start page and click on “My Reports”
   1. For this assignment you will need to print out and submit the following:
      1. “Food Groups and Calories” report for the 7 days
      2. “Nutrients” report for the 7 days
8. Attach the following to the above reports to complete the assignment
   1. Typed with the following headings
      1. “Analysis of Food Groups and Calories report”
         1. identify your strengths and weaknesses (up to 3 paragraphs)
      2. “Analysis of Nutrients report”
         1. identify your strengths and weaknesses (up to 2 paragraphs)
9. “My Plan of Action”
   * + 1. briefly describe the changes you need to make to your diet based upon this project (up to 2 paragraphs)

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| **Appendix F**  Embedded Exam Questions for KINES 137 |
| **B1**  KINES 137, Test #4  Please answer questions #6, 9, 10 using the pictures of the standing side bend exercise below. The picture on the far left is the starting position. The picture in the middle is end position of the first half of the movement. The picture on the far right is the end position of the second half of the movement.  **sidebend**  **Standing Side Bend**   1. Which one of the following muscles functions to move the trunk from the starting position to the end position of the first half of the movement?    1. Erector spinae    2. External oblique    3. Quadratus lumborum    4. All of the above    5. None of the above 2. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the muscle(s) causing this movement is(are) contracting \_\_\_\_\_\_\_\_\_\_.    1. Concentrically    2. Eccentrically    3. Isometrically    4. None of the above; not actively participating in this movement 3. When moving from the end position of the first half of the movement to the end position of the second half of the movement, the spine is moving in \_\_\_\_\_\_\_\_\_\_.    1. Flexion    2. Extension    3. Lateral flexion    4. Rotation    5. Hyperextension   **D1**  A 1500m runner wants to find out what is his/her optimal training running speed. What variables must be simultaneously measured during an incremental exercise test attempting to estimate this optimal intensity? a) heart rate (HR), treadmill speed, and VO2. b) HR, VO2, and blood lactate concentration. c) HR, treadmill speed, and blood lactate concentration. d) VO2, treadmill speed, and blood lactate concentration. |

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| **Appendix G**  Hydrodynamics Exam for KINES 126 |
| 1. When manipulating one’s body position to be a horizontal back floater, the goal is to:  a. move both your center of mass and center of buoyancy towards your head   1. move your center of mass towards your feet and your center of buoyancy towards   your head   1. move your center of mass towards your head and your center of buoyancy   towards your feet  d. move both your center of mass and center of buoyancy towards your feet  2. Lane lines are an example of one way to reduce \_\_\_\_\_\_\_\_\_\_\_\_\_ drag, while shaving and wearing tight swimsuits are examples of ways to reduce \_\_\_\_\_\_\_\_\_\_\_\_\_ drag.  3. A swimmer with a specific gravity less than 1 will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sink or float), while a swimmer with a specific gravity more than 1 will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sink or float).  4. “If a swimmer glides for too long, it will require more energy to resume stroking” is an example of the Law of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. The bent arm pull is an example of \_\_\_\_\_\_\_\_\_\_ the length of the resistance arm to reduce the amount of \_\_\_\_\_\_\_\_ needed to move you through the water.  6. In butterfly, the “sweep in and sweep out” motion of the arms creates \_\_\_\_\_\_\_ forces which are \_\_\_\_\_\_\_\_\_\_ to drag forces, and create most of the propulsion.  7. A swimmer’s hands and forearms should face \_\_\_\_\_\_\_\_\_\_ \_\_\_\_ \_\_\_\_\_\_\_\_ in order to create the greatest propulsive force from drag. This position allows the swimmer to push against the greatest amount of water.  8. “If forces are applied away from the swimmer’s intended direction, the body will be pushed off course and additional forces are necessary to readjust body motion and get back on track” is an example of the application of the Law of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| **Appendix H**  Lab One Assignment and rubric for KINES 159 |
| **Lab #1: NASPE Standards & Healthy People 2020**  **TOPIC**: Tests for NASPE Standards and Healthy People 2020 Strategies  **DESCRIPTION**: This lab includes two parts. Students may complete this lab individually, in partners, or in groups of 3. Submit one electronic file per group.  **PART 1: NASPE Standards**   * Describe a valid test for assessing the ability of a physical education student (or exercise / health client) to achieve each of the five NASPE Standards. Type your description (100 words or less) directly into the NASPE Standards table that is included in this lab report.   **PART 2: Healthy People 2020**   * Select 3 Physical Activity Objectives * Respond to the following items for each objective:  1. What is the objective? 2. What is the baseline?    1. How do we know this (what is the Data Source)? 3. What is the target? 4. Describe a strategy you would create in your community / school / business, etc. to achieve the target by 2020. |

**LAB 1 RUBRIC**

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| **Lab Component** | **Excellent (3)**   * Test or strategy is valid and consistent with best practices and current research in physical activity and exercise science. * Test or strategy is specific to the particular national standard or physical activity objective. * Test or strategy description is vivid and detailed. | **Good (2)**   * Test or strategy has face validity and is somewhat consistent with best practices and current research in physical activity and exercise science. * Test or strategy is may be appropriate for, but is not specific to, the particular national standard or physical activity objective. * Test or strategy description is lacking some detail. | **Unsatisfactory (1)**   * Test or strategy validity is questionable or inconsistent with best practices and current research in physical activity and exercise science. * Test or strategy is not specific to the particular national standard or physical activity objective. * Test or strategy description is unclear or incomplete. |
| NASPE Test 1 |  |  |  |
| NASPE Test 2 |  |  |  |
| NASPE Test 3 |  |  |  |
| NASPE Test 4 |  |  |  |
| NASPE Test 5 |  |  |  |
| Healthy People 2020 Strategy 1 |  |  |  |
| Healthy People 2020 Strategy 1 |  |  |  |
| Healthy People 2020 Strategy 1 |  |  |  |

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| **Appendix I**  Diverse Populations Writing Assignment for KINES 122 |
| Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education will be given the prompt below and will be asked to engage in a think-pair-share activity. To start, students will individually think about the prompt and respond to it in writing. Then they will be asked to pair up with a class member and the two students will discuss their individual responses. The next step will involve a whole class discussion where the students will share their ideas. Students are encouraged and expected to participate in the whole class discussion. Students can earn up to five class points on selected days throughout the semester. Their participation in the class discussion, as well as their individual writing response will be included in each student’s point total for the day. The instructor will be looking for answers as suggested in the list below.  Writing Prompt: What are the factors that influence physical activity choices for diverse populations? How can the inclusion of nontraditional games and outdoor education experiences play a role in physical activity participation for diverse populations?  Key Answers:   * Physical activity tends to decrease with age * Physical activity tends to be less among low-income individuals * Physical activity tends to be less among lower educated individuals * Sedentary lifestyle tends to be greater among adult women v. adult men * Physical activity is greater in high-skilled individuals vs. lower-skilled individuals * Nontraditional games and outdoor education experiences tends to level the playing field and those who participate in these activities often feel enhanced competence * Participation in nontraditional games and outdoor education experiences can lead to increased confidence in the psychomotor domain * Increased competence and confidence, which can occur as a result of participation in nontraditional games and outdoor education experiences, can lead to further engagement in physical activity for all populations |

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| **Appendix J**  Cultural Activity Lesson Plan Assignment for KINES 122 | | | | | |
| Students enrolled in KINES 122 – Nontraditional Games and Outdoor Education are tasked with creating and implementing lesson plans to diverse groups of K-12 students. The information below is included in the grading rubric for the cultural activity lesson plan assignment. | | | | | |
| **Lesson Plan Component** | **Poor** – No SN or modifications identified  (0) | **Below Average**  (0.5) – Only one SN or modification identified | **Average** (1) – Only one SN and modification identified or two SN identified, but modifications are not consistent with the SN or are unclear | **Good** (1.5) – Two SN identified; modifications for one SN is consistent with the SN, but the other modifications are inconsistent or unclear | **Great** (2) – Two SN identified; modifications are consistent with the SN and relate to best practices within pedagogy |
| Special Needs (Identify two different special needs (SN) and explain how you will modify the game accordingly) |  |  |  |  |  |

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| **Lesson Plan Component** | **Poor** (0) – No inclusion of gender-specific information | **Below Average**  (0.5) – Only one gender addressed (or both genders not addressed explicitly); modifications are weak or unclear | **Average** (1) – Only one gender addressed and modification identified or both genders addressed, but modifications are not consistent with best practices in pedagogy and/or don’t respect Title IX | **Good**  (1.5) – Both genders addressed; modifications are consistent with best practices within pedagogy, but don’t respect Title IX | **Great** (2) – Both genders addressed; modifications are consistent with best practices within pedagogy and respect Title IX |
| Gender (assume that one or both genders will not want to participate and explain what you will do to achieve maximum participation of both genders) |  |  |  |  |  |

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| **Appendix K**  Teaching Video Assignment Rubric for KINES 144 |
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| Description – | Comments |
| OPENING: Did you prepare the learners for the lesson? Did you connect this lesson with prior learning or previously learned skills? Is there a visual component to assist second language learners? Did you Q & A the students for understanding? |  |
| LESSON PLAN/OBJECTIVES: Did the instructor have an appropriate lesson plan (sections, information, and structure)? Were the appropriate STATE objectives identified/coded (1, 2, 3, 4, 5 or 1, 2, 3) and were additional specific STATE objectives identified/coded? Does the lesson plan diagram take you from Bell to Bell in easy to follow outline form? |  |
| DESCRIBE and DEMONSTRATE: Did you address the physical principles to be learned, and the action of the movement (UPF). Did you Q & A the students for understanding? |  |
| INSTRUCTION: Do the students know what to do? Do they know if they performed correctly (UPF)? Did the teacher use cues to help students develop skills?  Did you Q & A the students for understanding? |  |
| MOTIVATION: Did you (positively, correctly, and specifically) encourage students to keep going, practice UPF, improve, and not give up?  Was quality feedback (verbal and non-verbal) used throughout the class to motivate? |  |
| ORGANIZATION: Was every student active (physical and/or education) 100% of the time? Were appropriate ASSESSMENT procedures administered for every student? Students were never left standing, waiting for their turn to practice, perform a skill, or complete an assignment. Did you move the students effectively between warm up, instruction and cool down areas? |  |
| CLOSURE: Did you Q & A the students for understanding? Did the questions cover lesson content (STATE objectives / UPF)?  Are the students able to perform skills (UPF) as a result of this lesson? |  |
| INCLUSION: Were provisions made for low and high skilled students? |  |
| PROFESSIONAL: Was the teacher dressed appropriately? Was the teacher’s voice and projection adequate for the area?  Were all students supervised adequately?  Did the teacher give feedback addressing UPF, motivation, improvement strategies, expectations, and educational principles? |  |
| SAFETY PROVISIONS: Were safety issues covered in all aspects of this lesson (individual students, whole class, environment, equipment used)? Did the lesson design account for possible safety issues? |  |

Comments:

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| **Appendix L**  Practical Exam for KINES 1 |
| The Practical is worth a possible **20 points**. The goal of the Practical is for you to show me how you can successfully coach a movement to others. You will be evaluated on your knowledge of the movement details, how well you can communicate the details to your students/athletes so that they can execute the movement with good technique, and your ability to recognize and correct faults. Your Practical should last a minimum of 4 minutes. |

**INTRO:**

\_\_\_\_\_ Intro yourself

\_\_\_\_\_ Background/Description of movement

\_\_\_\_\_ Initial Demo

**SETUP:**

\_\_\_\_\_ Stance = shoulder width, toes turned out slightly

\_\_\_\_\_ Full extension at hips and knees

\_\_\_\_\_ Head position is neutral

\_\_\_\_\_ Bar “racked” on the shoulders (create a shelf with the shoulders for the bar to sit on)

\_\_\_\_\_ Hands outside shoulders

\_\_\_\_\_ Loose, open fingertip grip

\_\_\_\_\_ Elbows high

\_\_\_\_\_ Upper arm parallel to the ground

**EXECUTION:**

\_\_\_\_\_ Weight on heels

\_\_\_\_\_ Natural curve of low back (lumbar curve) maintained

\_\_\_\_\_ Chest up

\_\_\_\_\_ Butt travels back and down to initiate movement

\_\_\_\_\_ Bottom of squat is hip crease below the top of the kneecap (below parallel)

\_\_\_\_\_ Knees track parallel to feet (no buckling)

\_\_\_\_\_ Return to full extension at the hips and knees to complete the movement

\_\_\_\_\_ Elbows high, arms stay parallel to ground throughout movement

**PRIMARY POINTS OF PERFORMANCE:**

\_\_\_\_\_ Bar racked properly: elbows high, hands just outside  shoulders, bar rests on shoulders with a loose  fingertip grip

\_\_\_\_\_ Elbows high throughout the movement

\_\_\_\_\_ Natural curve of low back (lumbar curve) maintained

\_\_\_\_\_ Butt travels back and down to initiate movement

\_\_\_\_\_ Bottom of squat is hip crease below the top of the kneecap (below parallel)

**DELIVERY:**

\_\_\_\_\_ Volume

\_\_\_\_\_ Confidence/Calm

\_\_\_\_\_ Organized/Good Flow

\_\_\_\_\_ Reinforcing of Key Points

\_\_\_\_\_ DISCUSSED RELEVANCE OF POINTS

\_\_\_\_\_ Review/Conclusion/Tying up of any loose ends

\_\_\_\_\_ Time Management (4 minute minimum)

**COMMAND OF ATHLETES:**

\_\_\_\_\_ Cueing/Clarity of Cueing

\_\_\_\_\_ Adequate amount of reps

\_\_\_\_\_ Recognition/Correction of Faults

\_\_\_\_\_ Everyone constantly engaged

\_\_\_\_\_ Everyone kept on task

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| **Appendix M**  Alumni Survey |
| **California State University, Fresno**  **Department of Kinesiology**  **B.S. in Kinesiology**  **ALUMNI SURVEY**  The Department of Kinesiology at Fresno State is dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduate in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we served your needs while you were a major in our department and will assist us in improving the training and experiences for future students.  Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response.  1. **Gender:** A. Male B. Female  2. **Age Group:** A. 18-21 D. 31-35 G. 46-50  B. 22-25 E. 36-40 H. 51 or over  C. 26-30 F. 41-45  3. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian  B. Asian / Pacific Islander F. White  C. Black / African American G. Other (specify)\_\_\_  D. Hispanic / Latino  4. **Kinesiology Option:** A. Athletic Training C. General Kinesiology  B. Exercise Science D. Physical Education  5**. Year of Graduation:** A. 2014-15 D. 2018-19  B. 2015-16 E. 2019-20 C. 2017-18  **Please read statements 6-15 and rate your agreement using the letter of most appropriate response.**  **A. Strongly Agree**  **B. Agree**  **C. Undecided**  **D. Disagree**  **E. Strongly Disagree**   |  | | --- | | **Coursework/Instruction** | | 6. Most of the required coursework prepared me for my future career plans. | | 7. The coursework blended course content and practical field experiences. | | 8. The coursework was intellectually challenging. | | 9. The overall quality of instruction in the required kinesiology (KINES) courses was high. | | 10. The overall quality of instruction in the required kinesiology activity (KAC) courses was high. | | 12. Instruction in the use of technology related to kinesiology was high. | | **Professional Preparation**  12. The curriculum provided the discipline-specific skills needed to succeed in my chosen field.  13. The curriculum provided an understanding of the methods and practices of my chosen  profession.  14. The program prepared me to succeed professionally after college. | | **Please read statements 15-20 and indicate the most accurate response.** | | **Current Activities**  15. Which of the following best describes your current primary activity?  A. Employed full time  B. Employed part time  C. Graduate/professional school full time  D. Graduate/professional school part time  E. Military service  F. Not employed, seeking employment, admission to graduate school, or other opportunity  G. Not employed by choice (homemaker, volunteer, traveling, etc.)  16. Which of the following best describes your career path since graduation? (check all that apply)  A. Work in private sector  B. Work in not-for-profit sector  C. Work in public sector (local, state, or federal government)  D. Graduate school  E. Career training or other instruction (non-graduate school)  F. None of the above  17. How important is your undergraduate degree to your current employer?  A. Very important  B. Somewhat important  C. Only slightly important  D. Not important at all  E. Not applicable  18. My current job: (check all that apply)  A. Is related to my undergraduate major  B. Uses important skills I gained during college  C. Is related to my desired career path  D. Is work I find meaningful  E. Allows me to continue to grow and learn  F. Pays enough to support my desired lifestyle  G. Provides health insurance benefits  H. Is likely to continue until I wish to leave  G. Not applicable | | 20. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in  kinesiology. |   A. Strongly Agree  B. Agree  C. Undecided  D. Disagree  E. Strongly Disagree  21. Please feel free to include any additional comments here: |

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| **Appendix N**  Senior Exit Survey |
| **California State University, Fresno**  **Department of Kinesiology**  **B.S. in Kinesiology**  **SENIOR EXIT SURVEY**  The Department of Kinesiology at California State University, Fresno is “On the Move!” and dedicated to providing quality educational and professional development experiences for our students now and in the future. As a graduating senior in a Kinesiology Option, we are interested in your satisfaction with our degree program. Your answers will help us assess how well we have served your needs and will assist us in improving the training and experiences for future students.  Your responses on this questionnaire are for the Department of Kinesiology use only. You will remain anonymous in any and all reports related to this survey. Please first complete the background information by choosing the letter of the correct response. If “Other” is chosen in numbers 3 and 5, use the correct letter on the scantron then write the response directly on this sheet.  1. **Gender:** A. Male B. Female  2. **Age Group:** A. 18-21 D. 31-35 G. 46-50  B. 22-25 E. 36-40 H. 51 or over  C. 26-30 F. 41-45  3. **Race/Ethnicity:** A. American Indian / Alaskan Native E. Native American /Indian  B. Asian / Pacific Islander F. White  C. Black / African American G. Other (specify)\_\_\_\_\_\_\_\_\_\_\_\_  D. Hispanic / Latino  4. **Kinesiology Option:** A. Exercise Science  B. Physical Education  5. **Career Goal (select one that best describes you now):**  A. Teaching and/or Coaching at Elementary or Secondary level  B. Teaching and/or Coaching at Collegiate or Professional level  C. Athletic Administration at Elementary or Secondary level  D. Athletic Administration at Collegiate or Professional level  E. Athletic Training/Physical Therapy  F. Fitness Management/Personal Training/Recreation  G. Sport Marketing/Public Relations/Sport Agent  H. Post-Baccalaureate Training (Either Graduate or Professional Education)  I. Other (please specify) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Please read statements 6-39 and rate your agreement using the letter of correct response.**  A. Strongly Agree  B. Agree  C. Undecided  D. Disagree  E. Strongly Disagree   |  | | --- | | **Coursework/Instruction** | | 6. The required coursework was relevant to my future career plans. | | 7. The coursework blended course content and practical field experiences. | | 8. The coursework has prepared me for future employment in the kinesiology profession. | | 9. The overall quality of instruction in the required kinesiology (KINES) courses was high. | | 10. The overall quality of instruction in the required kinesiology activity (KAC) courses was high. | | 11. Instruction in the use of technology related to kinesiology was high. | | **Timing of Instruction/Coursework** | | 12. The kinesiology courses were offered when I needed to take them. | | 13. The kinesiology courses were available (open) when I needed to take them. | | 14. It would have benefited me if required kinesiology courses were offered at night between 6 to  9 pm. | | 15. It would have benefited me if required kinesiology courses were offered on Saturday. | | 16. It would have benefited me if required kinesiology courses were offered in the summer. | | 17. It would have benefited me if required kinesiology courses were offered on-line. | | **Academic & Career Advising** | | 18. I received appropriate and timely academic advising. | | 19. I received relevant career advisement. | | 20. I received advising which directed me to take the appropriate classes for my option. | | 21. I received advising which directed me to take classes in the appropriate sequence for my option. | | 22. I received advising that helped me make good decisions about my future career directions. | | 23. The overall quality of advising which I received was high. | |  | | **Kinesiology Faculty** | | 24. The faculty has a strong commitment to student learning. | | 25. The faculty are professionally knowledgeable. | | 26. The faculty are organized and prepared for class. | | 27. The faculty presented current information. | | 28. My contact and interaction with faculty was sufficient enough to facilitate my learning and  professional development. | | 29. The faculty displayed an interest in my professional development and growth. | | 30. Faculty were available for help outside of class. | | 31. Faculty were conscientious and enthusiastic. | | 32. The Kinesiology Department has outstanding faculty. | | **Staff** | | 33. The department office staff was helpful in meeting my needs. | | 34. The equipment room staff was helpful in meeting my needs. | | **Overall Rating** | | 35. I am satisfied with the overall education I received in kinesiology. | | 36. I received a sound education and training in kinesiology that taught me the principles, theories  and application of my option. | | 37. The learning experiences I received met my expectations. | | 38. I believe I am well prepared for a career in kinesiology. | | 39. I would recommend the Kinesiology Major at CSU Fresno to someone seeking a degree in  kinesiology. |   **Written Comments (Please write directly on this sheet.):**  40. What have been the Kinesiology Department’s greatest assets for you  41. What have been the Kinesiology Department’s greatest drawbacks for you |
|  |