Within the PETE track, we have made a conscious effort to work a little harder at producing students with improved content knowledge and pedagogical content knowledge within existing content courses and through early field experiences. This was because data indicated that our students may not have been doing as well in this area as they should. More recent data collected from WEAVE, plus one study of learning within KIN 310, suggests that this effort is leading to positive changes. Within the exercise and sport science track, the main changes we have made were designed to tackle the explosion of interest and related increase enrolment. Specifically, we hired a new clinical instructor, a new assistant professor, and are about to begin the process to hire another assistant professor. Moreover, we have entrusted more instruction and advising duties to our graduate teaching assistants. This has enabled us to offer more sections of the key core Kinesiological courses and keep the teacher-student ratios down to acceptable levels in these courses. In general, however, and as WEAVE data indicate, class sizes are growing year by year. For this reason faculty are having to change their pedagogies to cope. For example, our KIN 300 introductory course use to typically cater to 25-30 students. More recently, enrollment in this course has been closer to 100. Consequently, faculty have changed the method of delivery and assessment. We are not sure that these changes have influenced quality for the better, but are hopeful that quality has not suffered too badly.

**Mission / Purpose**

**Department Mission:**

The mission of the College of Education is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the College of Education seeks to recruit high quality students and encourages them to become self-directed life-long learners; provides comprehensive instructional program; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels.

The University of Alabama's College of Education seeks to prepare practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The Department of Kinesiology has as its mission the training of educators, researchers, and citizens who are professionally and academically prepared and are dedicated to addressing the physical activity needs of our society in school, community, work-site, health, medical, or athletic environments. In this regard, the Department of Kinesiology is committed to diverse cultural, educational, scientific, and cross-disciplinary approaches that emphasize the total person. One vital aspect of these efforts is to understand and educate our students and the public in the science and benefits of human movement.

We support a broad multi-disciplinary, technologically sophisticated, integrative perspective that identifies exercise, sport, and skill acquisition as critical factors in preparing children and adults to become healthy, knowledgeable, culturally sensitive, and valued members of society. The Department uses the same multi-disciplinary and integrative approach to address the physical activity issues of an aging and often under-served adult population, emphasizing the role of physical activity in the quality of education, quality of life, and prevention of illness.

Our mission is based on several basic assumptions that include the following:

- Physiological, psychological, developmental and sociological benefits are derived from a healthy life style that is characterized by fitness and physical activity and appropriate health behaviors.
- The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace.
- Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult.
- The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges.
- People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives.
- Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill.
- Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

**Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**SLO 1:** PETE Major: Candidates acquire content knowledge

Candidates acquire content knowledge of the subject matter they plan to teach as described in professional, state, and
institutional standards.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 1: Embedded Assessment within KIN 310
Course embedded assessment within KIN 310
Source of Evidence: Academic direct measure of learning - other
Target:
No Target
Finding (2013-2014) - Target: Met
Summary:
As in previous years, the checksheet used to assess pre-service teachers' technical swimming skills (process evaluation), the product evaluation of the students (5-minute swim for distance) the rubric used to evaluate pre-service teachers' teaching of swimming to 83 third grade pupils from a local elementary school, and the number of pre-service teachers who completed the Red Cross WSI qualification indicated that the pre-service teachers in KIN 310 during the spring of 2014 gained a good level of content knowledge.
Interpretation: Assessment indicates that pre-service teachers are acquiring an good level of content knowledge which will allow them to be effective teachers of swimming.

Finding (2013-2014) - Target: Met
Summary:
As in previous years, the checksheet used to assess pre-service teachers' technical swimming skills (process evaluation), the product evaluation of the students (5-minute swim for distance) the rubric used to evaluate pre-service teachers' teaching of swimming to 83 third grade pupils from a local elementary school, and the number of pre-service teachers who completed the Red Cross WSI qualification indicated that the pre-service teachers in KIN 310 during the spring of 2014 gained a good level of content knowledge.
Interpretation: Assessment indicates that pre-service teachers are acquiring an good level of content knowledge which will allow them to be effective teachers of swimming.

M 2: Embedded Assessment within KIN 307
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

SLO 2: PETE Major: Understanding of curriculum models
Candidates demonstrate their understanding of different curriculum models in physical education.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 3: Embedded Assessment within KIN 351
Course embedded assessment within KIN 351
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

M 4: Embedded Assessment within KIN 361
Course embedded assessment within KIN 361
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

SLO 3: PETE Major: Ability to plan physical education instruction for children
Candidates demonstrate their ability to plan physical education instruction for children in K-12 settings.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 5: Embedded Assessment within KIN 487
Course embedded assessment within KIN 487
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

M 6: Embedded Assessment within KIN 497
Course embedded assessment within KIN 497
Source of Evidence: Academic direct measure of learning - other
Target:
No Target

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**

*Established in Cycle: 2011-2012*

Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more e...

**SLO 4: PETE Major: Candidates acquire pedagogical content knowledge**
Candidates acquire pedagogical content knowledge as delineated in professional, state, and institutional standards.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 7: Embedded Assessment within KIN 305**
Course embedded assessment within KIN 305

Source of Evidence: Academic direct measure of learning - other

Target: No Target

**M 8: Embedded Assessment within KIN 306**
Course embedded assessment within KIN 306

Source of Evidence: Academic direct measure of learning - other

Target: No Target

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**

*Established in Cycle: 2011-2012*

Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education curriculum ...

**SLO 5: PETE Major: Ability to assess student performance**
Candidates demonstrate the ability to assess, analyze, and monitor student performance.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 9: Embedded Assessment within KIN 497**
Course embedded assessment within KIN 497

Source of Evidence: Academic direct measure of learning - other

Target: No Target

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**

*Established in Cycle: 2011-2012*

The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work with pre-service teacher...

**M 10: Embedded Assessment within KIN 468**
Course embedded assessment within KIN 468

Source of Evidence: Academic direct measure of learning - other

Target: No Target

**SLO 6: PETE Major: Candidates acquire general professional knowledge**
Candidates acquire general professional knowledge as described in professional, state, and institutional standards.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 11: Embedded Assessment within KIN 365**
Course embedded assessment within KIN 365

Source of Evidence: Academic direct measure of learning - other
Target: No Target

M 12: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target

Finding (2013-2014) - Target: Met
Summary: The new format of multiple lab sections with a single lecture section that began in Spring 2013 has continued. This format permitted a large number of students (80) to attend relatively small laboratory sections (20 students per section) and perform hands-on activities related to concepts in Exercise Physiology (8 labs completed total) that were covered in lecture (meets twice per week for 50 min).
Interpretation: Students acquired general professional knowledge as evidenced by satisfactory completion of laboratory reports, online lab quizzes, and examinations over the course material.

SLO 7: PETE Major: Improve levels of content knowledge
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Candidates' levels of content knowledge will improve within KIN 310 and KIN 307.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 13: Embedded Assessment within KIN 310
Course embedded assessment within KIN 310
Source of Evidence: Academic direct measure of learning - other
Target: No Target

Finding (2013-2014) - Target: Met
Summary: A comparison of the data collected within KIN 310 this year with those collected last year and the two previous years before that (i.e., from the rubric used to assess the preservice teachers teaching of swimming, the checksheet used to evaluate preservice teachers technical swimming skills, the number of students who satisfied requirements for the Red Cross Water Safety instructor award) all indicated that the degree to which preservice teachers acquire the content knowledge of swimming has improved. Anecdotal evidence also supporting this finding was the fact that a large number of students had taken positions to teach swimming during the summer holiday, 2014.
Interpretation: Assessment continues to indicate that preservice teachers are consistently acquiring a high level of content knowledge in swimming and so should be effective when they work in the field.

M 14: Embedded Assessment within KIN 307
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other
Target: No Target

SLO 8: ESS Major: Demonstrate knowledge within subdisciplines of Kinesiology
Candidates demonstrate their content knowledge within the subdisciplines of Kinesiology.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 15: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target

Finding (2013-2014) - Target: Met
Summary: Multiple choice exams and laboratory exercises were used to determine whether students demonstrated knowledge within the subdisciplines of Kinesiology, in this case Exercise Physiology. These experiences effectively assess student readiness for real-world occupational settings because occupational settings are likely to feature laboratory-style tasks/requirements in which students must think critically through the information provided to them in order to frame an acceptable solution/answer/deliverable.
Students completed laboratory reports/data sheets in conjunction with online laboratory quizzes—completed before lab—and exercises as part of course-embedded assessment. Students performed adequately on these exercises featured in the undergraduate Exercise Physiology class. Interpretation: Student performance on exams and laboratory exercises in Exercise Physiology was sufficient to conclude that students adequately demonstrated knowledge within the subdiscipline of Kinesiology known as Exercise Physiology.

M 16: Embedded Assessment within KIN 365
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other
Target: No Target

SLO 9: ESS Major: Acquire Knowledge of fitness and health
Candidates acquire knowledge of the fitness, health, and medical fields.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 17: Embedded Assessment within KIN 300
Course embedded assessment within KIN 300
Source of Evidence: Academic direct measure of learning - other
Target: No Target

M 18: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Source of Evidence: Academic direct measure of learning - other
Target: No Target

SLO 10: ESS Major: Ability to use correct laboratory techniques
Candidates demonstrate their ability to use correct techniques within an exercise physiology laboratory.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 19: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target

Finding (2013-2014) - Target: Met
Summary: The new format of multiple lab sections with a single lecture section that began in Spring 2013 has continued. This format permitted a large number of students (80) to attend relatively small laboratory sections (20 students per section) and perform hands-on activities related to concepts in Exercise Physiology (8 labs completed total) that were covered in lecture (meets twice per week for 50 min).
Interpretation: Students acquired general professional knowledge as evidenced by satisfactory completion of laboratory reports, online lab quizzes, and examinations over the course material. They successfully used correct laboratory techniques as evidenced by completing the laboratory tasks that were assigned to them in the time allotted under the supervision of a graduate assistant assigned to their lab section.

M 20: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Source of Evidence: Academic direct measure of learning - other
Target: No Target

Finding (2013-2014) - Target: Met
Summary: Students in the ESS major demonstrated satisfactory ability to use correct laboratory techniques by completing laboratory exercises assessing skills related to fitness testing and health screening.
Interpretation: Based on student participation during lab sessions combined with performance on lab reports associated with the hands-on, practical activities that mimicked activities that would be conducted in occupational settings, it can be concluded that students were sufficiently able to use correct laboratory techniques pertinent to the field.

SLO 11: ESS Major: Apply principles of exercise and sport science
Candidates apply principles of exercise and sport science within workplace settings.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 21: Embedded Assessment within KIN 387
Course embedded assessment within KIN 387
Source of Evidence: Academic direct measure of learning - other
Summary: KIN 488 is an internship class in which there are no formal meetings or didactic instruction. Therefore, there is no formal assessment embedded in the course per se. Rather, internship supervisors complete a survey rating their interns on a Likert-type scale on categories ranging from "Motivation" to "Overall Performance." At the end of the recommendation form internship supervisors provide a grade recommendation for their intern. Interns are also required to log their hours and summarize their experiences in a weekly journal. Students in the ESS major demonstrated satisfactory ability to apply principles of exercise and sport science in their internship experiences. Interpretation: Based on grade recommendations and evaluations from supervisors as well as weekly journal entries from interns, it can be concluded that students were sufficiently able to apply the principles of exercise and sport science to their internship experiences.

SLO 12: ESS Major: Acquire Knowledge within exercise and sport science
Candidates acquire knowledge and skills related to and utilized within exercise and sport science.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 23: Embedded Assessment within KIN 300**
Course embedded assessment within KIN 300

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
No Target

**Finding (2013-2014) - Target: Met**

Summary: Increased laboratory time has improved students' ability to comprehend difficult and abstract concepts presented in lecture because of the application of these concepts in the laboratory setting. Student feedback on the incorporation of laboratory experiences has been positive. Furthermore, multiple choice exams and laboratory exercises were used to determine whether students improved knowledge within Exercise Physiology and Biomechanics. Interpretation: Based on students' satisfactory performance on laboratory quizzes, laboratory exercises, and examinations, it can be concluded that they have improved knowledge in KIN 492 (Exercise Physiology) and KIN 365 (Applied Biomechanics).

**M 25: Embedded Assessment within KIN 492**
Course embedded assessment within KIN 492

**Source of Evidence:** Academic direct measure of learning - other

**Target:**
No Target

**Finding (2013-2014) - Target: Met**

Summary: Increased laboratory time has improved students' ability to comprehend difficult and abstract concepts presented in lecture because of the application of these concepts in the laboratory setting. Student feedback on the incorporation of laboratory experiences has been positive. Furthermore, multiple choice exams and laboratory exercises were used to determine whether students improved knowledge within Exercise Physiology and Biomechanics. Interpretation: Based on students' satisfactory performance on laboratory quizzes, laboratory exercises, and examinations, it can be concluded that they have improved knowledge in KIN 492 (Exercise Physiology) and KIN 365 (Applied Biomechanics).
Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcm 14: Program Outcome: Improve program quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 27: Accredited by NCATE and ALSDE
Educator preparation programs in the College of Education, including Kinesiology's PETE program, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Source of Evidence: Academic indirect indicator of learning - other

Finding (2013-2014) - Target: Met
Summary: Educator preparation programs in the College of Education, including Kinesiology's PETE program, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Interpretation: Being NCATE accredited ensures that our program is in good standing and of high quality.

M 28: Number of Students go on to further study
Number of exercise and sport science students who (a) go on to professional training in medicine and physical therapy and (b) go on to graduate education

Source of Evidence: Academic indirect indicator of learning - other

Finding (2013-2014) - Target: Met
Summary: Number of exercise and sport science students who (a) go on to professional training in medicine and physical therapy and (b) go on to graduate education

Target: No Target

OthOtcm 15: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 29: Optimal Enrollment in two tracks
In the Department of Kinesiology, enrollment in the two undergraduate tracks within the bachelor's degree are dictated by resources including the number of faculty in the department, the number of graduate teaching assistants who can aid with undergraduate teaching and intern supervision, and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the undergraduate program as being 550 students.

Source of Evidence: Academic indirect indicator of learning - other

Finding (2013-2014) - Target: Met
Summary: In the Department of Kinesiology, enrollment in the two undergraduate tracks within the bachelor's degree are dictated by resources including the number of faculty in the department, the number of graduate teaching assistants who can aid with undergraduate teaching and intern supervision, and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, prior to our building renovation, our department judged optimal enrollment for the undergraduate program to be 350 students. Since the renovation of our building, we believe that optimal enrollment is approximately 550 students. Data on program enrollment indicates that as of Fall, 2013 728 undergraduates were enrolled in the department.

Interpretation: Our undergraduate program is one of the fastest growing on campus. In order to allow for continuing growth we will need additional resources in terms of faculty lines, space, and facilities.

M 30: Number of undergraduate Degrees Awarded
In the Department of Kinesiology, we currently aim to graduate 70 undergraduates per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Finding (2013-2014) - Target: Met
In the Department of Kinesiology, we currently aim to graduate 70 undergraduates per year. Data on degree completions provided by the University of Alabama Office of Institutional Research and Assessment (OIRA) indicates that for 2013-2014 the department graduated 165 students. These data suggest that we are doing exceptionally well in terms of graduating students in our field.

OthOtcn 16: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 31: Results from Graduating Senior Survey
Results from the Kinesiology cohort within the University's survey of graduating seniors.
Source of Evidence: Student satisfaction survey at end of the program
Target: No Target
Finding (2013-2014) - Target: Met
Summary: Results from the Kinesiology cohort within the University's survey of graduating seniors indicates that of 41 students who completed the survey 92.70% thought the program was excellent or good, 84.40% thought the intellectual environment was excellent or good, and 92.7% thought that they would attend UA again given the choice. Conversely, only 240% of the students thought the intellectual environment was weak and 730% of students noted they would not choose UA if given the chance to start their degree programs again. No students thought that the overall quality of the program was poor.
Interpretation: Although the sample in this survey is relatively small, the results they produced suggest that we have a fairly high rate of student satisfaction.

M 32: Results from Graduating Teacher Education Candidates
Results from the Kinesiology cohort within the College of Education's survey of graduating teacher education candidates.
Source of Evidence: Student course evaluations on learning gains made
Target: No Target
Finding (2013-2014) - Target: Met
Summary: As last year, qualitative data from this survey strongly suggested that students were very satisfied with their program, had learned a good deal, and enjoyed themselves in the process. The components most valued were the methods classes, early field experiences, and student teaching. They also indicated that they built excellent relationships with the faculty and their cooperating teachers and felt comfortable with both sets. Moreover, and encouragingly, a key source of pleasure was student learning and enthusiasm within their classes. Elements that detracted from their experience were large class sizes and the "reality shock" of the workload when they student taught and the behavioral issues they sometimes encountered during early field experiences. In addition, some students could not see the point in content courses and early field that they rated highly and in which they acknowledged they learned simply because they could not see any schools in Alabama allowing them to teach such content.
Interpretation: Graduating students appear to value their physical education training highly.

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Action Plan
Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more effective teachers and to raise final assessment results.
Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Embedded Assessment within KIN 497 | Outcome/Objective: PETE Major: Ability to plan physical education instruction for children
Responsible Person/Group: Sport Pedagogy faculty

Action Plan
The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work with pre-service teachers as to the development and implementation of rubrics, check sheets, quizzes, etc., for measurement and evaluation necessary for assessment for the various types of evaluation utilized in physical education.
Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Relationships (Measure | Outcome/Objective):
Measure: Embedded Assessment within KIN 497 | Outcome/Objective: PETE Major: Ability to assess student performance
Responsible Person/Group: Sport Pedagogy faculty

Action Plan
Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education Program
curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of pre-service teachers during the early field experience. These, in combination, will aid in producing more effective teachers with a greater range of teaching styles as well as better behavior management strategies.

<table>
<thead>
<tr>
<th>Established in Cycle</th>
<th>Implementation Status</th>
<th>Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>In-Progress</td>
<td>High</td>
</tr>
</tbody>
</table>

Relationships (Measure | Outcome/Objective):
- **Measure**: Embedded Assessment within KIN 306
- **Outcome/Objective**: PETE Major: Candidates acquire pedagogical content knowledge

**Responsible Person/Group**: instructor and graduate teaching assistants

**Action Plan**
Three specific areas will be targeted for improvement: 1) greater focus on the implementation of the Sport Education curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of students during early field experience.

<table>
<thead>
<tr>
<th>Established in Cycle</th>
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<tbody>
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<td>2011-2012</td>
<td>In-Progress</td>
<td>High</td>
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</tbody>
</table>

Relationships (Measure | Outcome/Objective):
- **Measure**: Embedded Assessment within KIN 306
- **Outcome/Objective**: ESS Major: Acquire Knowledge within exercise and sport science

**Responsible Person/Group**: instructor and graduate teaching assistants

**Change name of KIN 387: Field Experience in Fitness**
Beginning in the Fall 2014, the name of KIN 387: Field Experience in Fitness will be changed to KIN 388: Professional Development in Fitness, so as to better fit the objectives of the course, as students work on developing a professional portfolio in addition to the field experiences within the fitness community.

<table>
<thead>
<tr>
<th>Established in Cycle</th>
<th>Implementation Status</th>
<th>Priority</th>
<th>Projected Completion Date</th>
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<tr>
<td>2012-2013</td>
<td>Planned</td>
<td>High</td>
<td>01/2014</td>
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Mission / Purpose

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- The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace.
- Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult.
- The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges.
- People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives.
- Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill.
- Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: PETE Major: Candidates acquire content knowledge
Candidates acquire content knowledge of the subject matter they plan to teach as described in professional, state, and institutional standards.

Connected Documents
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 1: Embedded Assessment within KIN 310
Course embedded assessment within KIN 310

Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: The checksheet used to assess preservice teachers’ technical swimming skills, the rubric used to evaluate preservice teachers’ teaching of swimming to 70 third grade pupils from a local elementary school, the number of preservice teachers who completed the Red Cross WSI qualification, and the results of a qualitative study of content knowledge acquired during the course indicated that the 12 preservice teachers in KIN 310 gained a good level of content knowledge.

Interpretation: Assessment indicates that preservice teachers are acquiring an good level of content knowledge which will allow them to be effective teachers of swimming.
M 2: Embedded Assessment within KIN 307
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: In the spring of 2013, 2 of 11 students in KIN 307 scored less than 80% in cognitive assessments on content knowledge of net/wall games and track and field. Interpretation: Assessment indicates that while most pre-service teachers have adequate cognitive content knowledge, some are lacking in this area. However, the standards of adequate content knowledge remain high.

SLO 2: PETE Major: Understanding of curriculum models
Candidates demonstrate their understanding of different curriculum models in physical education.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 3: Embedded Assessment within KIN 351
Course embedded assessment within KIN 351
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: In fall 2012, each pre-service teacher enrolled in KIN 351 successfully taught 24 physical education lessons during his/her early field experience using two distinct curriculum models: Multi-Activity and Sport Education. The fidelity of each curriculum model and its assessment were documented with a rubric and a checklist. Interpretation: This assessment suggests that PETE majors have a good grasp of both curriculum models.

M 4: Embedded Assessment within KIN 361
Course embedded assessment within KIN 361
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: Generally, students were able to demonstrate their understanding of the movement approach curriculum model by using the key features of that model in their teaching. Interpretation: All students had a basic understanding of the elementary curriculum model, the movement approach. This was demonstrated through their teaching of the model in their early field experience. Pre-service teachers taught at a local elementary school using the model, demonstrating varied levels of understanding (from basic to deep). Pre-service teachers taught small groups of 8-15 students in kindergarten, first, and third grade.

SLO 3: PETE Major: Ability to plan physical education instruction for children
Candidates demonstrate their ability to plan physical education instruction for children in K-12 settings.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 5: Embedded Assessment within KIN 487
Course embedded assessment in KIN 487
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: Candidates demonstrated their ability to plan physical education instruction for children in K-12 settings via their lesson plans. Interpretation: During the semester, pre-service teachers improved their ability to plan lessons that were developmentally appropriate for their students. The lessons included clear modifications for students, an emphasis on responsibility, and clear objectives.

M 6: Embedded Assessment within KIN 497
Course embedded assessment within KIN 497
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary of Results: 100% of the undergraduate students earned 86% or better on their final grades which included both an elementary and a secondary intern placement. 100% of the Alternative Certification MA students earned 94% or better on their final grades.

Interpretation & Conclusions: Students have improved through planning, portfolio development, and student
internship and are able to deliver developmentally appropriate curriculum to students K-12 using a range of teaching styles.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**
*Established in Cycle: 2011-2012*
Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more e...

**SLO 4: PETE Major: Candidates acquire pedagogical content knowledge**
Candidates acquire pedagogical content knowledge as delineated in professional, state, and institutional standards.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 7: Embedded Assessment within KIN 305**
Course embedded assessment within KIN 305

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
Summary of Results: Based on cognitive evaluations, it was determined that candidates acquired pedagogical content knowledge as delineated in professional, state, and institutional standards.

**Interpretation & Conclusions:** Students' pedagogical content knowledge was evident in their ability to deliver developmentally appropriate instruction through curriculum model specifically for educational gymnastics and dance in an early field experience at a local elementary school.

**M 8: Embedded Assessment within KIN 306**
Course embedded assessment within KIN 306

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
Summary of Results: 93% of the students successfully demonstrated the pedagogical content knowledge required of early pre-service teachers by earning 82% of greater on their final semester grades.

**Interpretation & Conclusions:** Assessments indicate that students developed initial understanding of effective teaching behaviors, teaching styles, and behavior management strategies. Cognitive evaluations, teaching observations, and final grades indicate an improvement over last year.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**
*Established in Cycle: 2011-2012*
Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education curriculum ...
The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work with pre-service teacher...

**M 10: Embedded Assessment within KIN 468**
Course embedded assessment within KIN 468
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
Summary: Students demonstrated their ability to assess performance with embedded assessment instruments for in-class and fieldwork assessments. - Students completed five in-class assessment projects that featured student assessment type strategies as well as lesson planning. - Students also completed informal reflection and evaluation sessions following teaching sessions to review performance assessment. - Students re-created practical evaluation instruments via two in-class exams and five quizzes and projects.

Interpretation: Students exhibited competence in their ability to assess, analyze, and monitor performance as expected in Measure 10, Outcome 5.

**SLO 6: PETE Major: Candidates acquire general professional knowledge**
Candidates acquire general professional knowledge as described in professional, state, and institutional standards.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 11: Embedded Assessment within KIN 365**
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
Summary: The following represents data from exam 2 (Spring/2013 and Summer/2013). Four PETE students took this exam. All four (100%) scored above 70%. Two (50%) scored above 80%. These findings indicate that the PETE students understand basic concepts of muscle physiology, nervous physiology, and anthropometrics.

**M 12: Embedded Assessment within KIN 492**
Course embedded assessment within KIn 492
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
SUMMARY A new format of lab classes have been developed in which the number of hours students were in the lab was increased dramatically (32 vs. 8 hours). This step was taken, to meet the increasing demands of a society that requires and values practical (hands-on) as well as theoretical knowledge and skills. Consequently, students were exposed to a larger number of health and scientific measurements (for example: blood pressure measurement & interpretation, measurement and assessment of body fat percentage, assessment of oxygen consumption, etc) and appropriately and correctly interpret changes and responses to interventions such as exercise. INTERPRETATION Student achievement and capability in laboratory skills increased which improved their general professional knowledge as described in professional, state, and institutional standards. Overall it would appear that undergraduate students are performing well and have shown appropriate knowledge (appropriate use of equipment, how to measure blood pressure, interpret changes/response to exercise etc). I would interpret the laboratory assessments to be successful.

**SLO 7: PETE Major: Improve levels of content knowledge**
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Candidates’ levels of content knowledge will improve within KIN 310 and KIN 307.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 13: Embedded Assessment within KIN 310**
Course embedded assessment within KIN 310
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2012-2013) - Target: Met**
Summary: A comparison of the data collected within KIN 310 last year and the year before that and this year (i.e., from the rubric used to assess the preservice teachers teaching of swimming, the checksheet used to evaluate preservice teachers technical swimming skills, the number of students who satisfied requirements for the Red Cross Water Safety Instructor award and the results of a qualitative study of content knowledge acquisition carried out within the class last year all indicated that the degree to which preservice teachers acquire the
content knowledge of swimming has improved.

Interpretation:
Assessment indicates that preservice teachers are consistently acquiring a high level of swimming content knowledge and so should be effective when they work in the field.

M 14: Embedded Assessment within KIN 307
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: In the spring of 2013, 11 of 11 students in KIN 307 scored higher than 90% on product and process evaluations of net/wall games and track and field content knowledge. Interpretation: Assessment indicates that most pre-service teachers have adequate levels of cognitive content knowledge as evidenced by a high number of students successfully satisfying requirements of product and process evaluations.

SLO 8: ESS Major: Demonstrate knowledge within subdisciplines of Kinesiology
Candidates demonstrate their content knowledge within the subdisciplines of Kinesiology.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 15: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary: Multiple choice exams and laboratory exercises were used to determine whether students demonstrated knowledge within the subdisciplines of Kinesiology, in this case Exercise Physiology. These experiences effectively assess student readiness for real-world occupational settings because occupational settings are likely to feature laboratory-style tasks/requirements in which students must think critically through the information provided to them in order to frame an acceptable solution/answer/deliverable. Students completed laboratory reports/data sheets in conjunction with laboratory exercises as part of course-embedded assessment. Students performed adequately on these exercises featured in the undergraduate Exercise Physiology class. Interpretation: Student performance on exams and laboratory exercises in Exercise Physiology was sufficient to conclude that students adequately demonstrated knowledge within the subdiscipline of Kinesiology known as Exercise Physiology.

M 16: Embedded Assessment within KIN 365
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
The following represents data from exam 2 (Spring 2013). A total of 48 ESS students took the exam. Three students (6%) scored lower than 68%. There were 14 students (29%) who scored 88% or higher. There were 39 students (81%) who scored 75% or higher. Interpretation: These findings indicate that the majority of ESS students understand basic concepts of muscle physiology, nervous physiology, and anthropometrics.

SLO 9: ESS Major: Acquire Knowledge of fitness and health
Candidates acquire knowledge of the fitness, health, and medical fields.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 17: Embedded Assessment within KIN 300
Course embedded assessment within KIN 300
Source of Evidence: Academic direct measure of learning - other

Target: No Target

Finding (2012-2013) - Target: Met
Summary of Results: 90% of the students averaged 80% or higher on cognitive evaluations, thereby demonstrating satisfactory understanding of the knowledge and skills related to and utilized with Exercise and Sport Science.

Interpretation & Conclusions: Students demonstrated acquisition of content knowledge appropriate for an introductory course in Kinesiology (i.e., knowledge of the history and careers within the discipline).

M 18: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Finding (2012-2013) - Target: Met
Summary: Overall, students in the ESS major demonstrated satisfactory acquisition of knowledge of fitness and health. They successfully completed lab reports assessing their understanding of skills learned in laboratory exercises aimed at familiarizing them with key concepts in fitness testing and health screening.
Interpretation: Based on student performance on lab reports associated with the hands-on, practical activities that mimicked activities that would be conducted in occupational settings, it can be concluded that students adequately acquired knowledge of fitness and health concepts.

SLO 10: ESS Major: Ability to use correct laboratory techniques
Candidates demonstrate their ability to use correct techniques within an exercise physiology laboratory.

M 19: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
SUMMARY A new format of lab classes have been developed in which the number of hours students were in the lab was increased dramatically (32 vs. 8 hours). This step was taken, to meet the increasing demands of a society that requires and values practical (hands-on) as well as theoretical knowledge and skills. Consequently, students were exposure to a larger number of health and scientific measurements and students demonstrated an excellent grasp of the appropriate skills and proper techniques necessary to perform high quality and importantly, safe scientific work in a University laboratory setting. A further consequence of the increased lab time was that the student were much better versed in the strengths and weaknesses of various health related measurements. INTERPRETATION I would interpret the laboratory assessments to be very successful. I come to this conclusion on the basis that the students present excellent laboratory based skills and a much stronger capacity to interpret and explain the relevance of these measurements and findings.

M 20: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: Students in the ESS major demonstrated satisfactory ability to use correct laboratory techniques by completing laboratory exercises assessing skills related to fitness testing and health screening.
Interpretation: Based on student participation during lab sessions combined with performance on lab reports associated with the hands-on, practical activities that mimicked activities that would be conducted in occupational settings, it can be concluded that students were sufficiently able to use correct laboratory techniques pertinent to the field.

SLO 11: ESS Major: Apply principles of exercise and sport science
Candidates apply principles of exercise and sport science within worksite settings.

M 21: Embedded Assessment within KIN 387
Course embedded assessment within KIN 387
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: 100% of the students in the class completed the requirements of the course including shadowing at least four professionals currently practicing a potential career/careers of the students' choosing; writing and editing a professional resume, cover letter, and thank you letter; and creating a linkedin profile. In addition, students began preparing a statement of purpose if they have the intent of applying to graduate school.
Interpretation: This high percentage of course material completion, in-person & online network opportunities provided to the students, and internships/part-time jobs secured by as many as 15 students as a result of the professional shadowing experiences across the academic year, indicates that the students in this class have successfully developed a gained valuable work and networking experience in addition to developing a professional portfolio.
M 22: Embedded Assessment within KIN 488
Course embedded assessment within KIN 488
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: KIN 488 is an internship class in which there are no formal meetings or didactic instruction. Therefore, there is no formal assessment embedded in the course per se. Rather, internship supervisors complete a survey rating their interns on a Likert-type scale on categories ranging from “Motivation” to “Overall Performance.” At the end of the recommendation form internship supervisors provide a grade recommendation for their intern. Interns are also required to log their hours and summarize their experiences in weekly journal. Students in the ESS major demonstrated satisfactory ability to apply principles of exercise and sport science in their internship experiences. Interpretation: Based on grade recommendations and evaluations from supervisors as well as weekly journal entries from interns, it can be concluded that students were sufficiently able to apply the principles of exercise and sport science to their internship experiences.

SLO 12: ESS Major: Acquire Knowledge within exercise and sport science
Candidates acquire knowledge and skills related to and utilized within exercise and sport science.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 23: Embedded Assessment within KIN 300
Course embedded assessment within KIN 300
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary of Results: 90% of the students scored 80% or higher on cognitive evaluations, thereby demonstrating satisfactory understanding of the knowledge and skills related to and utilized within Exercise and Sport Science.

Interpretation & Conclusions: Students acquired content knowledge focusing on the history of, as well as careers in, Exercise and Sport Science.

M 24: Embedded Assessment within KIN 306
Course embedded assessment within KIN 306
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary of Results: 92.5% of the students scored 81% or higher on final grades indicating an initial understanding of pedagogical content knowledge.

Interpretation & Conclusions: Students developed an initial understanding of effective teaching behaviors, teaching styles, and behavior management strategies. For Exercise and Sport Science students, this translates into both good teaching practices and coaching techniques as they have an opportunity to learn by teaching in an 8-week (16 lesson) early field experience using a student friendly curriculum model (Sport Education).

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2011-2012
Three specific areas will be targeted for improvement: 1) greater focus on the implementation of the Sport Education curriculum ...

SLO 13: ESS Major: Improve knowledge within KIN 492 and KIN 365
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Candidates’ levels of content knowledge within the subdisciplines of Kinesiology will improve within KIN 492 and KIN 365.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 25: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
The increased laboratory time has improved the students ability to comprehend difficult and abstract concepts and the health and exercise-related associations. Didactic teaching can only go so far to teach the principles of Exercise Physiology and Biomechanics. The laboratory sessions enable the students to see, and importantly perform, a lot of the things discussed in class. It was immediately apparent that the students greatly enjoyed the practical aspects - putting the theory into practise, so to speak. INTERPRETATION I think the new laboratory and increased laboratory time has greatly improved the benefits for the exercise science students, particularly in these two classes. The students no appear to have a far greater understanding of some of the more difficult concepts in these particular areas of Kinesiology.

M 26: Embedded Assessment within KIN 365
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: The following represents data from exam 2 (Spring 2013). A total of 48 ESS students took the exam. Three students (6%) scored lower than 65%, compared to 15% of the class, Fall/2011. There were 29 students (60%) who scored 80% or higher, compared to 53% of the class, Fall/2011. There were 39 students (81%) who scored 75% or higher, compared to 76% of the class, Fall/2011. Interpretation: These findings indicate that students improved somewhat regarding their understanding of basic concepts of muscle physiology, nervous physiology, and basic anthropometrics.

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

Oth Otcm 14: Program Outcome: Improve program quality
The program will improve and sustain a high level of recognized quality.

Related Measures

M 27: Accredited by NCATE and ALSDE
Educator preparation programs in the College of Education, including Kinesiology's PETE program, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Source of Evidence: Academic indirect indicator of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: Educator preparation programs in the College of Education, including Kinesiology's PETE program, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4) diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Interpretation:
Being NCATE accredited ensures that our program is in good standing and of high quality.

M 28: Number of Students go on to further study
Number of exercise and sport science students who (a) go on to professional training in medicine and physical therapy and (b) go on to graduate education

Source of Evidence: Academic indirect indicator of learning - other
Target: No Target
Finding (2012-2013) - Target: Met
Summary: Anecdotal evidence volunteered by students suggests that a reasonable number of ESS graduates are pursuing further study such as medicine, physical therapy, and graduate school.

Interpretation:
The anecdotal evidence we have from students indicates that we are preparing our brightest students to study for higher degrees in the field.

Oth Otcm 15: Program Outcome: Optimal Program Enrollments and Degree Completion
The program will build and sustain an optimal level of annual program enrollments and degree completions.

Related Measures

M 29: Optimal Enrollment in two tracks
In the Department of Kinesiology, enrollment in the two undergraduate tracks within the bachelor's degree are
dictated by resources including the number of faculty in the department, the number of graduate teaching assistants who can aid with undergraduate teaching and intern supervision, and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the undergraduate program as being 550 students. Data on program enrollment will come from the OIRA.

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2012-2013) - Target: Met

Summary:
In the Department of Kinesiology, enrollment in the two undergraduate tracks within the bachelor's degree are dictated by resources including the number of faculty in the department, the number of graduate teaching assistants who can aid with undergraduate teaching and intern supervision, and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, prior to our building renovation, our department judged optimal enrollment for the undergraduate program to be 350 students. Since the renovation of our building we believe that optimal enrollment is approximately 550 students. Data on program enrollment indicates that as of Fall, 2012 637 undergraduates were enrolled in the department.

Interpretation:
Our undergraduate program is one of the fastest growing on campus. In order to allow for continuing growth we will need additional resources in terms of faculty lines, space, and facilities.

M 30: Number of Graduate Degrees Awarded
In the Department of Kinesiology, we currently aim to graduate 70 undergraduates per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

Target: No Target

Finding (2012-2013) - Target: Met

Summary:
In the Department of Kinesiology, we currently aim to graduate 70 undergraduates per year. Data on degree completions provided by the University of Alabama Office of Institutional Research and Assessment (OIRA) indicates that for 2012-2013 the department graduated 140 students.

Interpretation:
These data suggest that we are doing exceptionally well in terms of graduating students in our field.

OthOtcm 16: Program Outcome: Highly Valued by Program Graduates
The program will be highly valued by its program graduates and other key constituencies it serves.

Related Measures

M 31: Results from Graduating Senior Survey
Results from the Kinesiology cohort within the University's survey of graduating seniors.

Source of Evidence: Student satisfaction survey at end of the program

Target: No Target

Finding (2012-2013) - Target: Met

Summary:
Results from the Kinesiology cohort within the University's survey of graduating seniors indicates that of 32 students who completed the survey 93.80% thought the program was excellent or good, 71.90% thought the quality of courses as preparation for employment was excellent or good, and 75.10% thought the quality of courses as preparation for graduate or professional school in our major was excellent or good. Conversely 6.30 students thought the quality of courses as preparation for employment was poor and 3.10% of students thought the quality of courses as preparation for graduate or professional school in our major was poor. No students thought that the overall quality of the program was poor.

Interpretation:
Although the sample in this survey is relatively small, the results they produced suggest that we have fairly rate of high student satisfaction.

M 32: Results from Graduating Teacher Education Candidates
Results from the Kinesiology cohort within the College of Education's survey of graduating teacher education candidates.

Source of Evidence: Student course evaluations on learning gains made

Target: No Target

Finding (2012-2013) - Target: Met

Summary: Qualitative data from this survey indicated that students strongly valued several aspects of their program, especially methods classes, early field experiences, and student teaching. They also indicated that they were well prepared for the workforce and noted that they enjoyed their experiences teaching, and enjoyed the relationships they built with their cooperating teachers. On the downside, they found some aspects of their school experiences difficult, especially dealing with large numbers of students and some fairly significant behaviour problems.

Interpretation: Graduating students appear to value their physical education training highly.
### Action Plan

**Goal**
Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more effective teachers and to raise final assessment results.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Embedded Assessment within KIN 497  
**Outcome/Objective:** PETE Major: Ability to plan physical education instruction for children

**Responsible Person/Group:** Sport Pedagogy faculty

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**Action Plan**

The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work with pre-service teachers as to the development and implementation of rubrics, check sheets, quizzes, etc., for measurement and evaluation necessary for assessment for the various types of evaluation utilized in physical education.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Embedded Assessment within KIN 497  
**Outcome/Objective:** PETE Major: Ability to assess student performance

**Responsible Person/Group:** Sport Pedagogy faculty

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**Action Plan**

Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of pre-service teachers during the early field experience. These, in combination, will aid in producing more effective teachers with a greater range of teaching styles as well as better behavior management strategies.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Embedded Assessment within KIN 306  
**Outcome/Objective:** PETE Major: Candidates acquire pedagogical content knowledge

**Responsible Person/Group:** instructor and graduate teaching assistants

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**Action Plan**

Three specific areas will be targeted for improvement: 1) greater focus on the implementation of the Sport Education curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of students during early field experience.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
**Measure:** Embedded Assessment within KIN 306  
**Outcome/Objective:** ESS Major: Acquire Knowledge within exercise and sport science

**Responsible Person/Group:** instructor and graduate teaching assistants

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**Change name of KIN 387: Field Experience in Fitness**

Beginning in the Fall 2014, the name of KIN 387: Field Experience in Fitness will be changed to KIN 388: Professional Development in Fitness, so as to better fit the objectives of the course, as students work on developing a professional portfolio in addition to the field experiences within the fitness community.

**Established in Cycle:** 2012-2013  
**Implementation Status:** Planned  
**Priority:** High

**Projected Completion Date:** 01/2014
Mission / Purpose

Department Mission:
The mission of the College of Education is to offer exemplary professional programs to prepare educators to be effective decision makers who facilitate student learning. In fulfilling this mission, the College of Education seeks to recruit high quality students and encourages them to become self-directed life-long learners; provides comprehensive instructional program; and fosters educational research and service to enhance policy making and professional development at state, regional, national, and international levels.

The University of Alabama’s College of Education seeks to prepare practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialogue that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

The Department of Kinesiology has as its mission the training of educators, researchers, and citizens who are professionally and academically prepared and are dedicated to addressing the physical activity needs of our society in school, community, work-site, health, medical, or athletic environments. In this regard, the Department of Kinesiology is committed to diverse cultural, educational, scientific, and cross-disciplinary approaches that emphasize the total person. One vital aspect of these efforts is to understand and educate our students and the public in the science and benefits of human movement.

We support a broad multi-disciplinary, technologically sophisticated, integrative perspective that identifies exercise, sport, and skill acquisition as critical factors in preparing children and adults to become healthy, knowledgeable, culturally sensitive, and valued members of society. The Department uses the same multi-disciplinary and integrative approach to address the physical activity issues of an aging and often under-served adult population, emphasizing the role of physical activity in the quality of education, quality of life, and prevention of illness.

Our mission is based on several basic assumptions that include the following:

- Physiological, psychological, developmental and sociological benefits are derived from a healthy life style that is characterized by fitness and physical activity and appropriate health behaviors.
- The health and wellness of our society, along with the values and standards by which behaviors are judged, have deteriorated, adversely affecting the education and quality of life of our populace.
- Graduates from the Department of Kinesiology work with a vast array of individuals from the physically challenged individual to the elite athlete and from the preschool child to senior adult.
- The sport experience is pervasive in contemporary American society and an integral part of activities at schools and colleges.
- People who have developed physical skills and are comfortable in movement settings are more likely to lead physically active, healthy, and productive lives.
- Preventive health measures are less expensive and more beneficial to individuals and society than traditional medical care for the ill.
- Basic and applied research are critical for providing the theoretical bases for addressing current and future health, fitness, pedagogical, and sport issues.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: PETE Major: Candidates acquire content knowledge
Candidates acquire content knowledge of the subject matter they plan to teach as described in professional, state, and institutional standards.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 1: Embedded Assessment within KIN 310
Course embedded assessment within KIN 310

Source of Evidence: Academic direct measure of learning - other

Target:
No Target

Finding (2011-2012) - Target: Met

Summary:
The rubric used to assess the preservice teachers teaching of swimming to 78 3rd grade students from a local elementary school, the checksheet used to evaluate preservice teachers technical swimming skills, the number of students who satisfied requirements for the Red Cross Water Safety instructor award (all but one at the time of writing), and the preliminary results of a qualitative study of content knowledge acquisition carried out within the class all indicated that the 17 preservice teachers in KIN 310 had gained a good level of aquatic content knowledge.

Interpretation:
Assessment indicates that preservice teachers are acquiring an adequate level of content knowledge which
will allow them to be effective teachers of swimming.

**M 2: Embedded Assessment within KIN 307**
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:** In the spring of 2012, 4 of 15 students in KIN 307 scored less than 80% in cognitive assessments on content knowledge of net/wall games and track and field.

**Interpretation:** Assessment indicates that while most pre-service teachers have adequate cognitive content knowledge, some are lacking in this area. However, the standards of adequate content knowledge remain high.

**SLO 2: PETE Major: Understanding of curriculum models**
Candidates demonstrate their understanding of different curriculum models in physical education.

**Connected Documents**
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps II-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps III-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 3: Embedded Assessment within KIN 351**
Course embedded assessment within KIN 351
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:** In fall 2011, each pre-service teacher enrolled in KIN 351 successfully taught 24 physical education lessons during his/her early field experience using two distinct curriculum models: Multi-Activity and Sport Education. The fidelity of each curriculum model and its assessment were documented with a rubric and a checklist.

**Interpretation:** This assessment suggests that PETE majors have a good grasp of both curriculum models.

**M 4: Embedded Assessment within KIN 361**
Course embedded assessment within KIN 361
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:** Overall, students were able to demonstrate their understanding of the different curriculum models, Skill Themes and Teaching Games for Understanding, by using the key features of each model in their teaching.

**Interpretation:** Based on this assessment, it is clear that all students had a basic understanding of the different curriculum models that was demonstrated through their teaching of the models. Pre-service teachers taught the models to groups of 5-20 elementary aged students in their early field experience. Different pre-service teachers had varying levels of understanding of the models, as reflected in their teaching, but all teachers demonstrated a clear understanding of the different models.

**SLO 3: PETE Major: Ability to plan physical education instruction for children**
Candidates demonstrate their ability to plan physical education instruction for children in K-12 settings.

**Connected Documents**
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps II-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps III-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 5: Embedded Assessment within KIN 487**
Course embedded assessment in KIN 487
Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:** Based on their lesson plans, candidates demonstrated their ability to plan physical education instruction for children in K-12 settings. Over the course of the semester, most candidates’ lesson plans improved.

**Interpretation:** All students improved in their ability to plan for their students. These lesson plans included modifications for students of different abilities, with a focus on changing tasks, equipment, rules and boundaries to adequately meet the needs of all students.

**M 6: Embedded Assessment within KIN 497**
Course embedded assessment within KIN 497
Source of Evidence: Academic direct measure of learning - other
Finding (2011-2012) - Target: Met
Summary: Ninety-one percent (91%) of the undergraduate students earned 84% or better on their final grades at both their elementary and secondary placements; 100% of the Alternative Certification MA students earned 90% or better on their final grades.

Interpretation: Students have improved through planning, portfolio development, and student internship and are able to deliver developmentally appropriate curriculum to students K-12 using a range of teaching styles.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2011-2012
Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more e...

SLO 4: PETE Major: Candidates acquire pedagogical content knowledge
Candidates acquire pedagogical content knowledge as delineated in professional, state, and institutional standards.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 7: Embedded Assessment within KIN 305
Course embedded assessment within KIN 305
Source of Evidence: Academic direct measure of learning - other

Target:
No Target
Finding (2011-2012) - Target: Met
Summary: Based on class quizzes and tests, candidates acquired pedagogical content knowledge as delineated in professional, state, and institutional standards.

Interpretation: Students indicated that they had knowledge of dance and gymnastics through their learning of the content. Students indicated their ability to use this knowledge when they went out to the schools and taught dance and gymnastics (pedagogical content knowledge).

M 8: Embedded Assessment within KIN 306
Course embedded assessment within KIN 306
Source of Evidence: Academic direct measure of learning - other

Target:
No Target
Finding (2011-2012) - Target: Met
Summary: Ninety-three percent (93%) of the students successfully demonstrated the pedagogical content knowledge required of early pre-service teachers by earning 80% or greater on their final semester grades.

Interpretation: Assessments indicate that students developed initial understanding of effective teaching behaviors, teaching styles, and behavior management strategies.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2011-2012
Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education curriculum ...
have improved and are prepared for assessing student performance.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Action Plan
Established in Cycle: 2011-2012
The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work
with pre-service teacher...

M 10: Embedded Assessment within KIN 468
Course embedded assessment within KIN 468
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: Students demonstrated their ability to assess performance via the following in class and fieldwork
assessments:
- Students completed four in-class assessment projects that included IEP type strategies as well as lesson
  planning.
- Students completed informal peer and instructor de-briefing sessions following teaching sessions to review
  performance assessment.
- Students re-created practical evaluation instruments two in-class exams.

Interpretation: Students exhibited competence in their ability to assess, analyze, and monitor performance as
expected in Measure 10, Outcome 5.

SLO 6: PETE Major: Candidates acquire general professional knowledge
Candidates acquire general professional knowledge as described in professional, state, and institutional standards.
Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 11: Embedded Assessment within KIN 365
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: The following represents data from Exam 2, Fall/2011. There were 33 items on this exam. The number of PETE
students taking the exam was 10. A total of 2 students (2/10, 20%) received a score below 65%. A total of 2
students (2/10, 20%) received a score of 90% or higher. One-half the students (5/10, 50%) received a score
of 80% or higher. Finally, the majority of students (60%) received a score of 75% or higher.

Interpretation: These findings indicate that the majority of PETE students understand basic concepts of muscle physiology,
nervous physiology, and basic anthropometrics.

M 12: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
SUMMARY
Students demonstrated a solid grasp of the appropriate knowledge required to perform scientific
measurements (for example: blood pressure measurement, assessment of oxygen consumption, etc) and
appropriately and correctly interpret changes and responses to interventions such as exercise.

INTERPRETATION
Overall it would appear that undergraduate students are performing well and have shown appropriate
knowledge (appropriate use of equipment, how to measure blood pressure, interpret changes/response to
exercise etc) and as such and are acquiring general professional knowledge as described in professional,
state, and institutional standards. From these assessment results data, I would interpret the laboratory
assessments to be successful.

SLO 7: PETE Major: Improve levels of content knowledge
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Candidates’ levels of content knowledge will
improve within KIN 310 and KIN 307.
Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 13: Embedded Assessment within KIN 310
Course embedded assessment within KIN 310
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: A comparison of the data collected within KIN 310 last year and this year (i.e., from the rubric used to assess the preservice teachers teaching of swimming, the checksheet used to evaluate preservice teachers technical swimming skills, the number of students who satisfied requirements for the Red Cross Water Safety instructor award) and the preliminary results of a qualitative study of content knowledge acquisition carried out within the class this year all indicated that the degree to which preservice teachers acquire the content knowledge of swimming has improved.
Interpretation: Assessment indicates that preservice teachers are acquiring a higher level of swimming content knowledge than in previous years and so should be effective when they work in the field.

M 14: Embedded Assessment within KIN 307
Course embedded assessment within KIN 307
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: In the spring of 2012, 15 of 15 students in KIN 307 scored higher than 90% on product and process evaluations of net/wall games and track and field content knowledge.
Interpretation: Assessment indicates that most pre-service teachers have adequate levels of cognitive content knowledge as evidenced by a high number of students successfully satisfying requirements of product and process evaluations.

SLO 8: ESS Major: Demonstrate knowledge within subdisciplines of Kinesiology
Candidates demonstrate their content knowledge within the subdisciplines of Kinesiology.
Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures
M 15: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: Essay exams and laboratory exercises were used to determine whether students demonstrated knowledge within the subdisciplines of Kinesiology, in this case Exercise Physiology. These experiences effectively assess student readiness for real-world occupational settings because occupational settings are likely to feature laboratory- and essay-style tasks/requirements in which students must think critically through the information provided to them in order to frame an acceptable solution/answer/deliverable. Students performed adequately on these exercises featured in the undergraduate Exercise Physiology class.
Interpretation: Student performance on exams and laboratory exercises in Exercise Physiology was sufficient to conclude that students adequately demonstrated knowledge within the subdiscipline of Kinesiology known as Exercise Physiology.

M 16: Embedded Assessment within KIN 365
Course embedded assessment within KIN 365
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: The following represents data from Exam 2, Fall/2011. There were 33 items on this exam. The number of ESS students taking the exam was 62. A total of 9 students (9/62, 15%) received a score below 65%. Four students received a perfect score (33/33, 100%). A total of 17 students (17/62, 27%) received a score of 90% or higher. Over one-half the students (33/62, 53%) received a score of 80% or higher. Finally, the majority of ESS students (76%) received a score of 75% or higher.
Interpretation: These findings indicate that the majority of ESS students understand basic concepts of muscle physiology, nervous physiology, and basic anthropometrics.

SLO 9: ESS Major: Acquire Knowledge of fitness and health
Candidates acquire knowledge of the fitness, health, and medical fields.
Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Related Measures

M 17: Embedded Assessment within KIN 300
Course embedded assessment within KIN 300
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: Students acquired content knowledge focusing on the history of, as well as careers in, Kinesiology (i.e., knowledge of the fitness, health, and medical fields).
Interpretation: Ninety-nine percent (99%) of the students averaged 70% or better on exams, thereby demonstrating satisfactory understanding of the knowledge and skills related to and utilized within Exercise and Sport Science.

M 18: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: Overall, students in the ESS major demonstrated satisfactory acquisition of knowledge of fitness and health. They successfully completed lab reports assessing their understanding of skills learned in laboratory exercises aimed at familiarizing them with key concepts in fitness testing and health screening. Interpretation: Based on student performance on lab reports associated with the hands-on, practical activities that mimicked activities that would be conducted in occupational settings, it can be concluded that students adequately acquired knowledge of fitness and health concepts.

SLO 10: ESS Major: Ability to use correct laboratory techniques
Candidates demonstrate their ability to use correct techniques within an exercise physiology laboratory.

Connected Documents
Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
Curriculum Maps II-Human Performance B.S. Ed (Physical Education Teacher Education Major)
Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

Related Measures

M 19: Embedded Assessment within KIN 492
Course embedded assessment within KIN 492
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
SUMMARY
Students demonstrated a solid grasp of the appropriate skills and proper techniques necessary to perform high quality and importantly, safe scientific work in a University laboratory setting. Furthermore, students were able to appropriately and correctly interpret changes and responses to interventions such as exercise; however, their ability to explain these data in oral presentations and written documents, was lacking.

INTERPRETATION
Overall it would appear that undergraduate students are performing well and have shown appropriate knowledge (appropriate use of equipment, how to measure blood pressure, interpret changes/response to exercise etc) and as such are clearly demonstrating that they are acquiring the skills necessary to work within an exercise physiology laboratory in either a University or private setting. From these assessment results data, I would interpret the laboratory assessments to be very successful.

M 20: Embedded Assessment within KIN 493
Course embedded assessment within KIN 493
Source of Evidence: Academic direct measure of learning - other
Target: No Target
Finding (2011-2012) - Target: Met
Summary: Students in the ESS major demonstrated satisfactory ability to use correct laboratory techniques by completing laboratory exercises assessing skills related to fitness testing and health screening. Interpretation: Based on student participation during lab sessions combined with performance on lab reports associated with the hands-on, practical activities that mimicked activities that would be conducted in occupational settings, it can be concluded that students were sufficiently able to use correct laboratory techniques pertinent to the field.
SLO 11: ESS Major: Apply principles of exercise and sport science
Candidates apply principles of exercise and sport science within worksite settings.

Related Documents
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

M 21: Embedded Assessment within KIN 387
Course embedded assessment within KIN 387
Source of Evidence: Academic direct measure of learning - other

Target: No Target
Finding (2011-2012) - Target: Met
Summary: 95% of the students in the class completed the requirements of the course including shadowing four professionals currently practicing a potential career/careers of the students' choosing; writing and editing a professional resume, cover letter, and thank you letter; and creating a LinkedIn profile.

Interpretation: This high percentage of course material completion, in person & online network opportunities provided to the students, and multiple jobs/internships secured by as many as four students as a result of the professional shadowing experience indicates that the students successfully developed a professional portfolio and gained valuable work and network experience.

M 22: Embedded Assessment within KIN 488
Course embedded assessment within KIN 488
Source of Evidence: Academic direct measure of learning - other

Target: No Target
Finding (2011-2012) - Target: Met
Summary: Supervisors overseeing students in the ESS major provided encouraging feedback and positive evaluations of students completing internships in exercise and sport science related positions. Students also provided reflection papers that detailed educational and useful experiences. Interpretation: Student and supervisor feedback indicate that students in the ESS major are sufficiently able to apply principles of exercise and sport science gleaned from coursework to actual real-life situations/occupations.

SLO 12: ESS Major: Acquire Knowledge within exercise and sport science
Candidates acquire knowledge and skills related to and utilized within exercise and sport science.

Related Documents
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

M 23: Embedded Assessment within KIN 300
Course embedded assessment within KIN 300
Source of Evidence: Academic direct measure of learning - other

Target: No Target
Finding (2011-2012) - Target: Met
Summary: Ninety-nine percent (99%) of the students averaged 70% or better on exams, thereby demonstrating satisfactory understanding of the knowledge and skills related to and utilized within Exercise and Sport Science.

Interpretation: Ninety-nine percent (99%) of the students averaged 70% or better on exams, thereby demonstrating satisfactory understanding of the knowledge and skills related to and utilized within Exercise and Sport Science.

M 24: Embedded Assessment within KIN 306
Course embedded assessment within KIN 306
Source of Evidence: Academic direct measure of learning - other

Target: No Target
Finding (2011-2012) - Target: Met
Summary: Ninety-three percent (93%) of the students scored 80% or greater on final grades indicating initial understanding of pedagogical content knowledge.

Interpretation: Students developed an initial understanding of effective teaching behaviors, teaching styles, and behavior management strategies. For ESS students, these SLO translate into both good teaching and
coaching techniques as they have an opportunity to learn by teaching through a student-friendly curriculum model.

**Related Action Plans (by Established cycle, then alpha):**
For full information, see the Details of Action Plans section of this report.

**Action Plan**
*Established in Cycle: 2011-2012*
Three specific areas will be targeted for improvement: 1) greater focus on the implementation of the Sport Education curriculum ...

**SLO 13: ESS Major: Improve knowledge within KIN 492 and KIN 365**
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Candidates' levels of content knowledge within the subdisciplines of Kinesiology will improve within KIN 492 and KIN 365.

**Connected Documents**
- Curriculum Maps I-Human Performance B.S. Ed (Exercise and Sport Science Major)
- Curriculum Maps I-Human Performance B.S. Ed (Physical Education Teacher Education Major)
- Curriculum Maps II-Human Performance B.S. Ed (Exercise and Sport Science Major)

**Related Measures**

**M 25: Embedded Assessment within KIN 492**
Course embedded assessment within KIN 492

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**SUMMARY**
Students demonstrated a solid grasp of the appropriate knowledge expected and necessary for students majoring in an exercise science degree. Furthermore, students were able to clearly demonstrate a sound understanding of the fundamental physiologically responses and adaptations that humans undergo in response to both acute and chronic exercise.

**INTERPRETATION**
Overall it would appear that undergraduate students are performing well and have shown appropriate knowledge with regard to the physiology of exercise. With the students clearly demonstrating that they are acquiring the knowledge and skills necessary to interpret and understand integrative exercise physiology responses in humans. These skills will provide them with the required basis for careers in exercise science, medical, and allied health professions. From these assessment results data, I would interpret the laboratory assessments to be successful

**M 26: Embedded Assessment within KIN 365**
Course embedded assessment within KIN 365

Source of Evidence: Academic direct measure of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**

**Summary:**
The following represents data from Exam 2, Fall/2011. There were 33 items on this exam. The number of ESS students taking the exam was 62. A total of 17 students (17/62, 27%) received a score of 90% or higher, compared to 21% of the class, Fall/2010. Over one-half the students (33/62, 53%) received a score of 80% or higher, compared to 47% of the class, Fall/2010.

**Interpretation:**
These findings indicate that students improved somewhat regarding their understanding of basic concepts of muscle physiology, nervous physiology, and basic anthropometrics.

**Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans**

**OthOtcm 14: Program Outcome: Improve program quality**
The program will improve and sustain a high level of recognized quality.

**Related Measures**

**M 27: Accredited by NCATE and ALSDE**
Educator preparation programs in the College of Education, including Kinesiology's PETE program, have been continuously accredited by the National Council of Accreditation of Teacher Education (NCATE) since 1954. Additionally, educator preparation programs are reviewed by the Alabama State Department of Education (ALSDE). Individual programs and degrees are not reviewed separately by NCATE; rather student and program data at each degree level are aggregated and reported as a unit for the following standards: (1) candidate knowledge, skills, and professional dispositions; (2) assessment system and unit evaluation; (3) field experience and clinical practice, (4)
diversity; (5) faculty qualifications, performance, and development; (6) and unit governance and resources. NCATE accreditation is the primary indicator of the highest level of recognized national quality for educator preparation programs.

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
no data required for 2011/2012

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**M 28: Number of Students go on to further study**

Number of exercise and sport science students who (a) go on to professional training in medicine and physical therapy and (b) go on to graduate education

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
no data required for 2011/2012

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**OthOtcm 15: Program Outcome: Optimal Program Enrollments and Degree Completion**

The program will build and sustain an optimal level of annual program enrollments and degree completions.

**Related Measures**

**M 29: Optimal Enrollment in two tracks**

In the Department of Kinesiology, enrollment in the two undergraduate tracks within the bachelor's degree are dictated by resources including the number of faculty in the department, the number of graduate teaching assistants who can aid with undergraduate teaching and intern supervision, and the quantity and quality of the facilities available including specialized on-campus laboratories and off-campus placements at which students can complete early field experiences and internships. Based on these factors, our department currently judges optimal enrollment for the undergraduate program as being 350 students. Data on program enrollment will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
No data required for 2011/2012

**M 30: Number of Graduate Degrees Awarded**

In the Department of Kinesiology, we currently aim to graduate 70 undergraduates per year. Data on degree completions will be provided by the University of Alabama Office of Institutional Research and Assessment (OIRA).

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
No data required for 2011/2012

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**OthOtcm 16: Program Outcome: Highly Valued by Program Graduates**

The program will be highly valued by its program graduates and other key constituencies it serves.

**Related Measures**

**M 31: Results from Graduating Senior Survey**

Results from the Kinesiology cohort within the University's survey of graduating seniors.

Source of Evidence: Student satisfaction survey at end of the program

**Target:**
No Target

**Finding (2011-2012) - Target: Met**
No data required for 2011/2012

**M 32: Results from Graduating Teacher Education Candidates**

Results from the Kinesiology cohort within the College of Education's survey of graduating teacher education candidates.
Details of Action Plans for This Cycle (by Established cycle, then alpha)

**Action Plan**

Goal to assist students achieving higher levels of performance in student learning outcome to assist students in becoming more effective teachers and to raise final assessment results.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
 Measure: Embedded Assessment within KIN 497  
 Outcome/Objective: PETE Major: Ability to plan physical education instruction for children

**Responsible Person/Group:** Sport Pedagogy faculty

**Action Plan**

The Sport Pedagogy faculty will continue to emphasize student evaluation in the classroom and will work with pre-service teachers as to the development and implementation of rubrics, check sheets, quizzes, etc., for measurement and evaluation necessary for assessment for the various types of evaluation utilized in physical education.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
 Measure: Embedded Assessment within KIN 497  
 Outcome/Objective: PETE Major: Ability to assess student performance

**Responsible Person/Group:** Sport Pedagogy faculty

**Action Plan**

Three (3) specific areas will be targeted for improvement: 1) greater focus on implementation of the Sport Education curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of pre-service teachers during the early field experience. These, in combination, will aid in producing more effective teachers with a greater range of teaching styles as well as better behavior management strategies.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
 Measure: Embedded Assessment within KIN 306  
 Outcome/Objective: PETE Major: Candidates acquire pedagogical content knowledge

**Responsible Person/Group:** instructor and graduate teaching assistants

**Action Plan**

Three specific areas will be targeted for improvement: 1) greater focus on the implementation of the Sport Education curriculum model; 2) assistance with behavior management strategies; and 3) individualized direct systematic observations of students during early field experience.

**Established in Cycle:** 2011-2012  
**Implementation Status:** In-Progress  
**Priority:** High

**Relationships (Measure | Outcome/Objective):**  
 Measure: Embedded Assessment within KIN 306  
 Outcome/Objective: ESS Major: Acquire Knowledge within exercise and sport science

**Responsible Person/Group:** instructor and graduate teaching assistants
## Curriculum Maps #1 (In which courses are Student Learning Outcomes Addressed)

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<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
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<td>Candidates acquire knowledge and skills related to and utilized within exercise and sport science.</td>
<td>Candidates’ levels of content knowledge within the sub disciplines of Kinesiology improve within KIN 492 and KIN 365</td>
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Curriculum Maps #2  (What assessment measures will be employed in which courses for each SLO)

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<td>Candidates acquire general professional knowledge as described in professional, state, and institutional standards.</td>
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