

Student Outcomes Assessment Plan (SOAP) for the Kinesiology Graduate Program

Master of Arts in Kinesiology

The master's degree program in the Department of Kinesiology at California State University, Fresno offers advanced study designed to enhance professional competency and research in pedagogy, sport administration, sport psychology, or exercise science. The program is marked by a commitment to excellence in teaching, leadership, and research. The overall objective of our program is to create an environment that emphasizes high academic standards, a spirit of enquiry, and the personal and professional development of our students.

Mission Statement for the Department of Kinesiology

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

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- Recruit, retain and develop diverse, high-quality, innovative faculty and staff
- Recruit, retain, enlighten motivate and educate a diverse student body, who will benefit from the educational and experiential opportunities offered by the Department, and who will act as ambassadors for our programs, Department, College and University as they build and develop their professional lives and careers

Student Outcomes Assessment Goals

Below are the goals for the Department's graduate programs. Following this page, are the specific student outcomes expected of successful students. Appendix A shows the relationship of the Department's courses to these goals.

Upon completion of the graduate program in Kinesiology, the competent student will successfully attain the specific skills necessary to:

1. Develop critical thinking and sound problem solving skills.
2. Evaluate research literature and engage in productive research and/or scholarly activities as appropriate to their chosen career goals.
3. Develop professional communication skills.
4. Develop interpersonal and intrapersonal skills to maximize leadership roles across Kinesiology disciplines.
5. Develop effective professional relationships and maximize personal/professional growth of themselves and the clients/students/athletes in their charge.
6. Formulate creative ideas to meet the needs of the individual/organization in question.
7. Participate in professional development opportunities.
8. Acquire any appropriate credentials or certifications.

Goals and Outcomes

For each goal, several outcomes are expected. These goals and outcomes are the focus of our assessment measures and indicators.

Upon completion of the graduate program in Kinesiology, the competent student will successfully attain the specific skills necessary to:

Goal 1. *Develop critical thinking and sound problem solving skills.*

Outcome a. The students evaluate the credibility of information sources and opinion.

Outcome b. The students critically evaluate competing ideas as applicable to their profession.

Outcome c. The students develop conclusions from credible evidence and defend those conclusions.

Goal 2. *Evaluate research literature and engage in productive research and/or scholarly activities as appropriate to their chosen career goals.*

Outcome a. The students evaluate major research designs, their applications and limitations in formal projects and defend the need for research-based practices.

Outcome b. The students synthesize the research in the field of Kinesiology including exercise science, pedagogy, sport administration, and sport psychology.

Outcome c. The students develop an understanding of the scientific method and assess measurement techniques while using current, appropriate guidelines (e.g., American Psychological Association [APA 5th], Modern Language Association [MLA], National Medical Library [NLM] or other pre-approved guidelines).

Goal 3. *Develop professional communication skills.*

Outcome a. The students make well-organized presentations in a professional setting.

Outcome b. The students write using appropriate spelling and grammar, syntax and scientific or technical style.

Outcome c. Students develop proficient oral and written communication skills to be used in their profession.

Goal 4. *Develop interpersonal and intrapersonal skills to maximize leadership roles across Kinesiology disciplines.*

Outcome a. Students will have opportunities to attend discipline-related conferences/meetings or guest lectures and presentations; or be involved in student clubs or organizations; or participate in community service projects.

Outcome b. Students will develop interpersonal and intrapersonal leadership skills during the graduate program.

Outcome c. Former students will successfully use interpersonal and intrapersonal leadership skills developed in the graduate program in their profession.

Goal 5. *Create effective professional relationships and maximize personal/professional growth of themselves and the clients/students/athletes in their charge.*

Outcome a. Students will develop networking skills.

Outcome b. Students will develop effective relationships with professionals in the discipline and in the larger community.

Outcome c. Students will successfully interact with clients to maximize their growth.

Goal 6. *Formulate creative ideas to meet the needs of the individual/organization in question.*

Outcome a. Students will participate in service-learning opportunities to develop professional experience.

Outcome b. Students will construct innovative approaches to meet the needs of the clients they serve.

Goal 7. *Participate in professional development opportunities.*

Outcome a. The students participate in professional and/or discipline-related organizations while pursuing their graduate degree.

Outcome b. The students continue to participate in professional and/or discipline-related organizations after graduation.

Goal 8. Acquire any appropriate credentials or certifications.

Outcome a. The students are eligible to apply for appropriate California state teaching credentials.

Outcome b. The students are eligible (or almost eligible) to apply for certifications relevant to their profession.

Outcome Measures

During the next five years, the Department will administer the following measures to assess student outcomes. Table 1 shows each goal and the measures that will be used to assess the outcomes for that goal.

1. *Graduate Writing Requirement Results.* The percent of students passing the graduate level writing requirement each year. Major reasons for fails will be noted for program review.
2. *Internship Evaluation.* Internship supervisors will complete an evaluation of students under their supervision. Those items reflecting on student outcome performances will be measured (per appropriate outcome) and tracked across semesters.
3. *Comprehensive Examination Results.* The percent of students passing the comprehensive examination each year.
4. *Thesis/Project Proposals and Thesis/Project Completion Approval Meetings.* The number of students who successfully presented a thesis proposal or project will be reported.
5. *Graduating Student Questionnaire.* Graduate students in their final semester will complete a questionnaire through SurveyMonkey.com or other web host.
6. *Exit Interview.* Graduate students in their final semester will be individually interviewed by members of the Department's Outcomes Assessment Committee.
7. *Alumni Survey.* Each alumnus will be sent a survey. The results for each item on the numeric scale will be averaged per year.
8. *Employer Survey.* With the approval of each alumnus, a survey will be sent to their employer. The results for each item on the numeric scale will be averaged per year.

Table 1. Timeline for Goals and Corresponding Outcome Measures

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Graduate Writing Requirement Results			X		X
Internship Evaluation		X			
Comprehensive Examination Results	X			X	
Thesis/Project Proposals and Thesis/Project Completion Approval Meetings	X			X	
Graduating Student Questionnaire					
Exit Interview		X		X	
Alumni Survey			X		X
Employer Survey			X		X

Performance Indicators

To aid in the measurement of student outcomes, each goal and its related outcomes has several performance indicators. The indicators are used to determine if the goals and their related outcomes have or have not been achieved. These indicators are based on performance in one or more of the measures previously described.

Goal 1. *Develop critical thinking and sound problem solving skills.*

Indicators:

- i. Students will demonstrate their ability to construct and support valid arguments by passing the graduate level writing requirement.
- ii. Minimum rating across students of “good” on measures of critical thinking and problem solving skills on the employer survey and the alumni survey.
- iii. At least 80% of students will pass the comprehensive examinations.

Goal 2. *Evaluate research literature and engage in productive research and/or scholarly activities as appropriate to their chosen career goals.*

Indicators:

- i. Students will indicate in their exit interview, that they composed a literature review or conducted a research study or other scholarly activity endeavor.
- ii. At least 80% of students will pass the comprehensive examinations.
- iii. For those students enrolled in projects/theses, at least 80% of them will receive a minimum grade of a “B” each year.

Goal 3. *Demonstrate professional communication skills.*

Indicators:

- i. Minimum rating across students of “good” on measures of professional communication skills on the internship evaluations.
- ii. Students will demonstrate sufficient writing skills by passing the graduate level writing requirement; Students will demonstrate professional communication skills by successfully passing the thesis/project proposal or the thesis/project completion approval meeting.
- iii. Minimum rating of “good” on measures of professional communication skills on the employer survey and the alumni survey.

Goal 4. *Develop interpersonal and intrapersonal skills to maximize leadership roles across Kinesiology disciplines.*

Indicators:

- i. Students will indicate in the exit interview that they had opportunities to attend discipline-related conferences/meetings or guest lectures and presentations; or be involved in student clubs or organizations; or participate in community service projects.

- ii. Employers will indicate a minimum rating across students of “good” on measures of interpersonal and intrapersonal skills on the internship evaluation.
- iii. Former students will indicate on an alumni survey that they currently use interpersonal and intrapersonal skills developed in the graduate program.

Goal 5. *Create effective professional relationships and maximize personal/professional growth of themselves and the clients/students/athletes in their charge.*

Indicators:

- i. At least 80% of students will indicate on the exit interview that they were provided opportunities to network with professionals in their discipline and that they developed proficient networking skills to do so.
- ii. Minimum ratings of “good” on measures of relationships on the internship evaluations and the graduating student questionnaire.
- iii. Minimum ratings of “good” on measures of clients’ growth on the alumni survey and the employer survey.

Goal 6. *Formulate creative ideas to meet the needs of the individual/organization in question.*

Indicators:

- i. Minimum ratings of “good” on measures of relationships on the internship evaluations and the graduating student questionnaire.
- ii. At least an average rating of “good” on applicable items of the employer survey.

Goal 7. *Participate in professional development opportunities.*

Indicators:

- i. At least 80% of students completing the graduate student questionnaire will participate in a professional or discipline-related event during their graduate degree.
- ii. At least 80% of alumni will indicate membership in an appropriate professional association or will have attended at least one continuing education activity in the previous two years on the alumni survey.

Goal 8. *Acquire any appropriate credentials or certifications.*

Indicators:

- i. Data from alumni surveys will indicate that students are eligible to apply for appropriate California state teaching credentials.
- ii. Students seeking to pursue professional certifications, will indicate a minimum rating of “almost eligible” on the graduating student questionnaire.

Appendix A – Relationships of Student Outcomes Assessment Goals to Courses

I = introduced

E = emphasized

A = applied

R = reinforced

M= mastered

	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
KINES 230	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R		E, A, R	E, A, R			
KINES 231	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	E, A, R, M	E, A, R, M	E, A, R, M	I, E, A, R	I, E, A, R	
KINES 222	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E	I, E	I, E
KINES 233	E, A, R, M	E, A, R, M	E, A, R, M	E, R	E, A, R, M	E, A, R, M		E, A, R, M	E, A, R, M	I, E	I, E	I, E
KINES 235	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E	I, E	I, E
KINES 237	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M		E, A, R, M	E, A, R, M	I, E	I, E	I, E
KINES 238	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E	I, E	I, E, A, R
KINES 241	I, E, A, R	E, A, R, M	E, A, R	E, A, R	E, A, R	I, E, A, R	I, E, A, R, M	I, E	I, E, A, R, M	I, E	I, E, A, R, M	I, E, A, R, M
KINES 242	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	E, A, R	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M
KINES 244	I, E, A, R, M	I, E, A, R	I, E, A, R, M	E, A	E, A, R, M	I, E, A, R	E, A, R, M	I, E	E, A, R, M	I, E	I, E	
KINES 245	E, A, R	E, A, R	E, A	E, A	E, A	E, A, R	I, E, A R	E, A, R, M	I, E	E, A, R	I, E	I, E, A, R, M
KINES 246	E, A, R	E, A, R	E, A	E, A, R	E, A, R	E, A, R	E, A, R	E, A, R, M	I, E	E, A, R, M	I, E	I, E
KINES 261	I, E, A, R, M	E, A, R	I, E, A, R, M	E, A, R	E, A, R, M	E, A, R	E, A, R, M	I, E	E, A, R, M	I, E	I, E	I, E
KINES 262	I, E, A, R, M	I, E, A, R, M	I, E, A, R, M	E, A, R	E, A, R	E, A, R	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	I, E
KINES 263	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E

	1a	1b	1c	2a	2b	2c	3a	3b	3c	4a	4b	4c
KINES 264	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E
KINES 265	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E
KINES 266	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	I, E
KINES 285							E, A	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M
KINES 290	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R
KINES 298	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	E, A, R	A, R
KINES 299	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	R, M	E, A, R	A, R
Comp. Exam	R, M	R, M	R, M	R, M	R, M	R, M		R, M	R, M			A, R

	5a	5b	5c	6a	6b	7a	7b	8a	8b
KINES 230									
KINES 231									
KINES 222	I, E, R	I, E, R	E, A, R			I, E	I, E		I, E
KINES 233	I, E, R		E, R			I, E, R	I, E		I, E, A, R, M
KINES 235	I, E, R	I, E, R	E, A, R			I, E	I, E		I, E
KINES 237	I, E, R	I, E, R	E, A, R			I, E	I, E		I, E, A, R, M
KINES 238	I, E, R	I, E, R	E, A, R	I, E, A, R, M	I, E, A, R	I, E	I, E		I, E, A, R, M
KINES 241	I, E, A, R, M	I, E, A, R, M	I, E, A, R, M	I, E	I, E	I, E	I, E		
KINES 242	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M
KINES 244	I, E	I, E	I, E			I, E	I, E		
KINES 245	I, E, A, R, M	I, E, A, R, M	I, E, A, R, M	I, E	I, E	I, E	I, E		
KINES 246	I, E, A, R, M	I, E, A, R, M	I, E, A, R, M	I, E	I, E	I, E	I, E		
KINES 261	I, E	I, E	I, E	I, E	I, E	I, E	I, E		
KINES 262	I, E	I, E	I, E			I, E	I, E	I, E	I, E, A, R
KINES 263	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	E, A, R	I, E	I, E	I, E, A, R

	5a	5b	5c	6a	6b	7a	7b	8a	8b
KINES 264	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	E, A, R	I, E	I, E	I, E, A, R
KINES 265	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	E, A, R	I, E	I, E	I, E, A, R
KINES 266	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R	E, A, R	E, A, R	I, E	I, E	I, E, A, R
KINES 285	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M	E, A, R, M		
KINES 290	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R	I, E, A, R		I, E, A, R
KINES 298	R, M	R, M	R, M	R, M	R, M	E, A, R	E, A, R	E, A, R	E, A, R
KINES 299	R, M	R, M	R, M	R, M	R, M	E, A, R	E, A, R	E, A, R	E, A, R
Comp. Exam	R, M	E, R	E, R	R, M	R, M	E, A, R	E, A, R	E, A, R	E, A, R

