

Academic Degree Programs Assessment



**Northern Illinois
University**

Accreditation, Assessment and Evaluation (AAE)

M.S.Ed. in Kinesiology and Physical Education

College of Education

Department of Kinesiology and Physical Education

Kinesiology and Physical Education (with specializations in Adapted Physical Education, Exercise
Physiology, Pedagogy & Curriculum Development, and Sport & Exercise Psychology)

Master of Science in Education

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1. Introduction

Our current Assessment Plan was officially submitted and approved in 2014. The information presented here is taken directly from that plan. As with other programs in the Department of Kinesiology and Physical Education, the MS. Ed. Program is in transition and the curricula are being updated to reflect the changing landscape for each area of specialization. For example, last AY, the Exercise Physiology/Fitness Leadership specialization removed the “fitness leadership” component to their name - as this area had not been a focus of the specialization for a number of year. Additionally, the department is working to update and streamline curricula within their education and sport & exercise psychology specializations. To this end, the program continues to maintain 4 specializations: Adapted Physical Education, Exercise Physiology, Pedagogy & Curriculum Development, and Sport & Exercise Psychology. As with many programs and departments, faculty turnover have had an impact on these programs (specifically due to retirements and promotions to various areas of administration within the university); however, we have successfully hired and retained the majority of faculty in these areas - including the hiring of three faculty in the area of exercise physiology and two in the area of sport & exercise psychology. Additionally, we have hired a new, external department chair who has challenged and empowered the faculty to enhance and develop the curriculum, provide experiential learning opportunities for the students, and foster partnerships and outreach initiatives.

This program will possess a competitive advantage over those other programs with this balanced focus as outlined in the Student Learning Outcomes (SLOs) below.

2. Student Learning Outcomes (SLOs)

1. Utilize oral communication to effectively communicate their knowledge to fellow professionals and lay-persons.
2. Utilize written communication to effectively communicate their knowledge to fellow professionals and lay-persons.
3. Utilize technology effectively and appropriately as required in their area of specialization.
4. Utilize critical thinking skills to analyze, synthesize and evaluate relevant material within their area of specialization.

3. Program-by-Baccalaureate Learning Outcomes Matrix

Not applicable as this is a graduate-level program.

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	Global inter-connections and interdependencies	Intercultural competencies	Analyze human life and natural world inter-connections	Critical, creative, and independent thought	Communicate clearly and effectively	Collaborate with others	Quantitative and qualitative reasoning	Apply knowledge and skills creatively

Note: S = outcome strongly supports; M = outcome moderately supports; blank = does not support.

4. Curriculum Map

Courses	Program Student Learning Outcome			
	1. Oral communication to effectively communicate knowledge.	2. Written communication to effectively communicate knowledge.	3. Utilize technology effectively and appropriately as required in their area of specialization.	4. Utilize critical thinking skills to analyze, synthesize and evaluate relevant material.
Exercise Physiology				
KNPE 514	D	D	D	D
KNPE 560	D	D	D	D
KNPE 561	D	D	D	D
KNPE 652	D	D	D	D
Sport & Exercise Psychology				
KNPE 582	D	D	D	D
KNPE 583	D	D	D	D
KNPE 586	D	D	D	D
Adapted Physical Education/Pedagogy				
KNPE 569	D	D	D	
KNPE 577	D	D	D	
KNPE 589	D	D	D	
KNPE 590	D	D	D	
KNPE 591	D	D	D	
KNPE 620	D	D	D	P

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Courses	Program Student Learning Outcome			
	1. Oral communication to effectively communicate knowledge.	2. Written communication to effectively communicate knowledge.	3. Utilize technology effectively and appropriately as required in their area of specialization.	4. Utilize critical thinking skills to analyze, synthesize and evaluate relevant material.
Research Core				
KNPE 545	D	D	D	
KNPE 549	D	D	D	D
KNPE 552	D	D	D	D
KNPE 645	D	D	D	D
KNPE 671	D	D	D	D
KNPE 699	P	P	P	P

Note: Course supports the outcome at the B = beginning; D = developing; or P = proficient level.

5. Assessment Methods

Explanation of Assessment Methods

Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Course-embedded measures	Each semester a sample of students enrolled in graduate course offerings for that semester will be assessed on relevant learning objectives embedded within course activities.	Student must receive a score at or above “meets expectations” for each criteria established.	85% of students are expected to score at or above “meets expectations” for each criteria.	Each semester of coursework	Instructor of record	1-4
Culminating experience, proposal and defense.	Each student enrolled in a culminating experience (KNPE 699) will be assessed on relevant learning objectives at the completion of their proposal meeting and defense.	Student must receive a score at or above “meets expectations” for each criteria established.	85% of students are expected to score at or above “meets expectations” for each criteria.	Scheduled meeting times.	Candidate’s thesis/project chair and committee	1-4
Exit Survey/Interview	Conducted with students after successful defense and deposit of the thesis/project or during final semester of coursework. Addresses how well prepared they feel, what areas they feel they need more preparation in, which courses they feel have prepared them most, and any changes they would like to see to the program.	All students must complete this during their final semester of their graduate studies.	The target is that 75% of students report having a positive experience and that feel well prepared for their career. Exit interviews are also analyzed to identify areas in which students felt unprepared.	Completed with students after successful defense and deposit of the thesis/project or during final semester of coursework.	Graduate Program Director and/or Department Chair.	1-4

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Assessment Method	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
Alumni Survey	Sent to program graduates to determine their satisfaction with the program and how well they have been prepared for their career. Items are also focused on how well the program met the established SLOs. Additionally, follow-up questions will be asked in order to optimize outreach efforts for university donation, fundraising, and development purposes	Target is to reach 50% of our annual target alumni base (i.e., every 1, 5, 9 years).	Target is for 80% to report that they are satisfied and were well prepared for their career. Student responses to the alumni survey with respect to program satisfaction and career preparation are analyzed.	Sent to graduates every 1, 5, 9 years post-graduation	Graduate Program Director and/or Department Chair.	1-4

Note. ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome.

^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.

Assessment Methods-by-Outcomes Matrix

Assessment Method	Student Learning Outcome			
	1. Oral communication to effectively communicate knowledge.	2. Written communication to effectively communicate knowledge.	3. Utilize technology effectively and appropriately as required in their area of specialization.	4. Utilize critical thinking skills to analyze, synthesize and evaluate relevant material.
Course-embedded measures	F, D	F, D	F, D	F, D
Culminating experience, proposal and defense.	S, D	S, D	S, D	S, D
Exit Survey/Interview	S, I	S, I	S, I	S, I
Alumni Survey	S, I	S, I	S, I	S, I

Note: F = formative assessment, S = summative assessment; D = direct assessment, I = indirect assessment.