

Assessment Plan

The assessment plan begins with a list of desired program-level student learning outcomes, a program-by-baccalaureate learning outcomes matrix, and a curriculum map. This is followed by a description of the assessment methods that will be used to determine how students are meeting each student learning outcome. Target performance levels are set for each assessment method, along with a timeline indicating when each assessment will be carried out and who is responsible for carrying it out. The assessment plan is forward thinking.

The general format for the assessment plan is:

Cover Page

- 1. Student Learning Outcomes**
- 2. Program-by-Baccalaureate Learning Outcomes Matrix**
- 3. Curriculum Map**
- 4. Assessment Methods**

Assessment Methods-by-Outcomes Matrix

Explanation of Assessment Methods Table

The cover page for the assessment plan is on the next page.

Kinesiology BS

College of Education

Kinesiology and Physical Education

Kinesiology

BS

September, 2014

Todd Gilson

1. Student Learning Outcomes

List the degree program student learning outcomes in the space provided below. See the *UAP Academic Program Assessment Plan and Status Report Checklist-Rubric* for a list of characteristics often seen in well-crafted student learning outcomes. It is not expected that all characteristics are present, but that essential ones are there, such as:

- all outcomes are student learning focused;
- all outcomes are observable and measurable;
- a sufficient number of outcomes to add depth/breadth (>3), but so many as to become cumbersome/intrusive (<12), 6-8 is manageable; and
- outcomes differentiate the program from similar programs.

The goal is to continually improve student learning outcomes over time. Aim for higher order and more valued outcomes. Take the next step.

Insert degree program student learning outcomes here.

Kinesiology, BS:

1. **Utilize bases in exercise science.**
2. **Exhibit appropriate professional behavior.**
3. **Communicate effectively in both written and oral forms.**
4. **Practice safety consciousness.**
5. **Apply theoretical information to practical situations.**

2. Program-by-Baccalaureate Learning Outcomes Matrix

This second section of the assessment plan is optional but **highly encouraged**. It is an alignment of your degree program student learning outcomes with the university baccalaureate learning outcomes. **This applies only to undergraduate degree programs.**

List each of your program student learning outcomes in the first column of the matrix below. Then identify the degree to which each program student learning outcome supports students meeting each of the eight baccalaureate learning outcomes (see <http://www.niu.edu/bacreview/> for additional information on the baccalaureate outcomes). Gauge whether each program outcome strongly supports (S), moderately supports (M), or doesn't support (leave blank) each baccalaureate learning outcome. You may find that several of your program student learning outcomes moderately support a baccalaureate learning outcome, and that overall, the program strongly supports the baccalaureate learning outcome. With that in mind, determine the overall support your program provides for each baccalaureate learning outcome. Place an S or an M in the Overall row, or leave it blank if there is no support. A template follows.

Program Student Learning Outcome	Baccalaureate Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Utilize bases in exercise science		M	M	S	M	S	S	S
2. Exhibit appropriate professional behavior					M	S		M
3. Communicate effectively in both written and oral forms	M	M		M	S	S	M	M
4. Practice safety consciousness						M		M
5. Apply theoretical information to practical situations		M	M	S	M	M	M	S
Overall		M		M	M	S	M	M

A required curriculum map begins on the next page.

3. Curriculum Map

The third section of the assessment plan is a curriculum map (and is required). A curriculum map outlines the scope and sequence of courses students will take and aligns them with the degree program student learning outcomes. The curriculum map is an effective tool for not only sequencing the curriculum and instruction, but also identifying strategic places to formatively and summatively assess student learning outcomes.

Required courses are listed along the vertical axis of a matrix in chronological order. Degree program student learning outcomes are listed on the horizontal axis. For each course determine: (1) which outcomes are the *primary* focus of the course, and (2) the degree to which the course supports the outcome (i.e., at a beginning (B), developing (D), or proficient (P) level). Place a B, D, or P in the corresponding cell. This will map out the degree to which each course supports the development of each program student learning outcome. The Four-Year Degree Path supported by the Office of Student Academic Success may be helpful (<http://www.niu.edu/osas/DegreePaths/>). Look for strengths and gaps in the curriculum. Ideally all outcomes should be supported with coursework through the proficient level. Below is an example of a curriculum map you can modify or model. Note that each course should address at least one outcome, but does NOT have to support all learning outcomes.

Course	Student Learning Outcome						
	1. Utilize bases in exercise science	2. Exhibit appropriate professional behavior	3. Communicate effectively in both written and oral forms	4. Practice safety consciousness	5. Apply theoretical information to practical situations		
KNPE 301	D	P	P	D	D		
KNPE 346	B	D	D	D	D		
KNPE 262	P	P	B	P	P		
KNPE 310 (will replace KNPE 305)	P	P	P	D	P		
KNPE 350	D	D	D	D	P		
KNPE 452	P	P	P	P	P		
KNPE 443	D	D	D	D	P		
LESM 438	P	P	P	B	P		
KNPE 314	P	P	P	D	P		
KNPE 445	P	P	P	P	P		

Kinesiology BS

Course	Student Learning Outcome						
	1. Utilize bases in exercise science	2. Exhibit appropriate professional behavior	3. Communicate effectively in both written and oral forms	4. Practice safety consciousness	5. Apply theoretical information to practical situations		
KNPE 463	D	D	D	B	D		
KNPE 493	P	P	P	P	P		
KNPE 494	P	P	P	P	P		
<i>Note.</i> Course supports the outcome at the B=beginning, D=developing, or P=proficient level.							

4. Assessment Methods

This final section of the assessment plan describes the assessment methods your degree program is using to measure how well students are meeting program student learning outcomes. See the *UAP Academic Program Assessment Plan and Status Report Checklist-Rubric* for a description of characteristics seen in well-functioning assessment methods. You will want to make sure the first seven criteria are addressed.

Assessment Methods-by-Outcomes Matrix

The assessment methods section begins with an assessment methods-by-outcomes matrix mapping which assessments will measure a given student learning outcome. Use your curriculum map as a starting place. Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it *primarily* measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to formatively, summatively, directly and indirectly assess each outcome. Look for opportunities and gaps. Capitalize on what you are already doing. See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes.

Assessment Method	Student Learning Outcome						
	1. Utilize bases in exercise science	2. Exhibit appropriate professional behavior	3. Communicate effectively in both written and oral forms	4. Practice safety consciousness	5. Apply theoretical information to practical situations		
Internship evaluation by site supervisor	F, D	F, D	F, D	F, D	F, D		
Exit interviews	S, I	S, I	S, I	S, I	S, I		
Alumni advisory board	S, I	S, I	S, I	S, I	S, I		
Internship dossier (new for 2014-15)	F, I	F, I	F, I	F, I	F, I		
Disposition improvement plans (new for 2014-15)	S, D	S, D	S, D	S, D	S, D		
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment							

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Explanation of Assessment Methods

The second part of the assessment methods section is a description of each assessment method that is listed in the assessment methods-by-outcomes matrix. The description needs to be in enough detail to communicate to others what each assessment is, when it will be given, who is responsible for carrying out the assessment, what the desired target level of individual student performance is (to say a single student met the student learning outcome(s)), and what the desired overall target level of performance is for all students (to say the program is meeting the outcome(s)). Individual student-level targets are often preset scores on an exam, scores on a rubric, etc. Program-level targets are often expressed as the percent of students demonstrating they meet individual student-level targets. See the *UAP Academic Program Assessment Plan and Status Report Checklist-Rubric* for a list of characteristics seen in well-functioning assessment methods. Below is an example of a table you should use to clearly communicate each of the assessment methods to other stakeholders.

Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Internship evaluation by site supervisor	Students are evaluated by their internship supervisor at the conclusion of their hours related to 15-items that correspond to SLOs	A student must receive a score of Average (3) or better for each of the 15-items.	90% of all students must meet the student-level target (i.e., receive a score of Average (3) or better).	During the last week of each semester	Program director
Exit interviews	Students respond to open-ended questions self-reflection questions related to the internship experience	All students must complete all questions and meet with the faculty supervisor	100% of all students will thoughtfully complete questions and required meeting	During the last week of each semester	Program director
Alumni advisory board	Advisory board is called a minimum of 2x a year to solicit feedback on current issues / trends in the field	N/A	2x meetings a year and integration of alumni board suggestions	Ongoing	Faculty and program director
Internship dossier (new for 2014-15)	Students complete a three-part dossier focused on the expectation of the internship, post-internship reflection, and work samples created during the experience.	A students must complete the dossier	100% of all students will thoughtfully complete the dossier	Ongoing	Program director

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Assessment Method	Explanation				
	Description	Student-Level Target ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible
Disposition improvement plans (new for 2014-15)	Students who are identified as deficient in at least 1 of 10 key attributes related to the profession will be “staffed” to develop an improvement plan	A student must receive a score of Average (3) or better for each of the 10-items.* *Data only collected if students is deficient	100% of identified students will be retained in good-standing, post “staffing”	Ongoing	Faculty, program director, and department chair
<p><i>Note.</i> ^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.</p>					

KNPE 494

Internship in Kinesiology

Dossier

In conjunction with an internship experience, students will also submit an internship dossier – at the completion of their internship – highlighting their reflections and key components of the experience. Furthermore, this dossier has the potential to aid students when seeking employment, as they can better articulate tangible experiences from their internship. The required sections of the internship dossier are subsequently presented.

PART I

Pre-internship analysis (select at least question to answer – limited to 1 double-spaced page)

1. Why did you select your specific internship site?
2. What do you expect to learn from your internship experience?
3. How comfortable are you interacting with the prospective population / client base?
4. What is the most important skill you seek to strengthen from your internship experience?

PART II

Post-internship reflection (select at least question to answer – limited to 1 double-spaced page)

1. What was your greatest challenge you faced during your internship experience?
2. What surprised you the most from your internship experience?
3. How did you grow as a person from your interactions with the population / client base?
4. If you had to complete your internship experience over again, what would you change?

PART III

Examples of work (include at least one work sample you completed before AND during your internship)

- Examples may include:
 - Technical report
 - Field based handouts / program
 - New certifications obtained

PART IV

Evaluation of performance (include evaluations from internship supervisors – if applicable)

Grading:

Internship dossiers will be graded on richness of content, critical analysis of experiences, and ability to correctly articulate thoughts (i.e., grammar / spelling / punctuation). If deficient in any area, students will be allowed the opportunity to revise their internship dossier – provided there is adequate time in the semester.

When this project is due:

- Internship dossiers are due **NO LATER** than Monday of finals week (**date**)
- Internship dossiers **MUST** be submitted to BlackBoard before your exit interview

ASSESSMENT OF PROFESSIONAL DISPOSITION IN KINESIOLOGY

A disposition will be issued for a student who exhibits behavior equal to **F in at least one category and/or D in at least two categories**. If a student is identified using these criteria, the student with deficient disposition will be staffed and placed on probation within the program. Students who are identified during two consecutive semesters may be dismissed from the program.

		F (1)	D (2)	C (3)	B (4)	A (5)
1.	ATTENDANCE	Exhibits a consistent pattern of tardiness or absence. Fails to contact instructor to make arrangements for missed work. Gives no reason for missing class. Disrupts class by arriving late.	Misses class somewhat regularly. Inconsistent in discussing absence/tardiness with instructor/provides no rationale.	Occasionally misses class/arrives late. Tries to notify instructor if going to be absent, or contacts instructor following absence with reason for absence.	Consistently attends class and is on time. Usually notifies instructor in advance or arranges to meet instructor following a missed class. Usually gives reason for absence.	Arrives at class early. Always makes prior arrangement when absence is necessary. Submits assignments prior to absences and/or follows up to complete missed work. Arranges with classmates or instructor to secure handouts or materials presented in class.
2.	ATTENTIVENESS	Inattentive in class; may fall asleep, read newspaper, or attend to other materials not related to class. Rarely participates in class discussions. Distract/Impairs the learning process of others. Does not respond to criticism constructively.	Attentiveness in class is sporadic; may occasionally fall asleep, read newspaper, or attend to other materials not related to class. Participates in class discussion primarily when called upon. May distract/impair the learning process of others.	Is attentive to what is happening in class. Attention is focused on class-related materials and activities. Responds appropriately when called on. Does not distract others in the classroom.	Actively engaged and interested in class activities. Volunteers to respond to questions. Participates in discussions. Stays focused; facilitates the learning process with others.	Shows initiative in class discussions/activities. Demonstrates ability to apply knowledge to other situations and make connections with previous learning. Asks questions showing intellectual interest. Seeks to extend understanding for all students through use of higher-level thinking skills.
3.	PREPARATION FOR ACTIVITIES	Work completed with little attention to quality; generally sloppy and/or contain errors. Work devoid of learning. Assignments are sometimes late or missing. Uses anecdotal knowledge rather than additional resources to complete work.	Assignments partially completed; lacking in basic understanding, use of resources, and/or meeting deadlines. Significant improvements to time management and revisions to improve quality of product needed. Must be sought out by instructor to complete missed work.	Assignments completed correctly and with accuracy. Work shows basic grasp of the assignment's intent. Meets assignment deadlines adequately. Makes use of resources provided to complete work.	Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Seeks new resources and additional information to complete work.	Work is of exceptional quality. Shows a desire to pursue the intended learning at a deep level. Work shows evidence of personal reflection and revision. Uses an array of quality resources to add to the scope and depth of every project.
4.	RELATIONSHIPS WITH OTHERS	Usually works only with those of similar ability, race, gender, and/or ethnicity. Rarely interacts with others, especially those different than self; when forced, does not listen/respond well. Main concern rests with self; little concern for others.	Occasionally works with those of similar ability, race, gender, and/or ethnicity. Interacts with others outside established social clique infrequently. When placed in heterogeneous groups main concern rests with self.	Accepts others despite differences in ability, race, gender, or ethnicity. Interacts with others in a polite, courteous, and professional manner; listens to others and understands them. Displays awareness of others' needs.	Willingly works with others from different ability, race, gender, or ethnic groups. Listens to others and welcomes feedback and interaction. Displays sympathy for others and their present situation	Actively seeks opportunity to work with those of different ability, race, gender, or ethnicity. Actively seeks interaction and feedback from variety of other people. Displays empathy for others and their present situation.
5.	GROUP WORK	Puts forth minimal effort and fails to do a fair share of the work. Attendance at group meetings is uneven or absent. Shows little regard for other people or their ideas. May actually be a roadblock for getting a project completed. Does not relate well with others.	Completes group work/accepts ideas from others primarily when it benefits the individual student. Attendance at group meetings is inconsistent. Basic group functions/responsibility is deficient.	Does a fair share of the work. Accepts responsibility. Attends group meetings. Accepts ideas of others. Related adequately with others and performs basic group responsibilities.	Contributes ideas and efforts to the group. Comes to meetings prepared and on time. Incorporates ideas of others into the groups' activities. Relates well to others and promotes group success.	Promotes group goals by contributing above and beyond expectations. Comes early to help facilitate group meetings and is well prepared. Encourages the use of ideas from all. Does everything possible to ensure success for the group.

		F (1)	D (2)	C (3)	B (4)	A (5)
6.	STRIVE FOR IMPROVEMENT	Unaware of professional organizations. Shows little or no interest in professional activities or events. Attends only when mandatory. Little interest in growing professionally.	Aware that professional organizations exist in field, though does not actively participate in activities or events. Sees benefit in professional growth only as it relates to personal goals.	Aware of professional organizations. Occasionally participates in professional activities or events. Sees the importance of professional growth.	Makes use of professional organizations. Willingly participates in professional activities or events. Belongs to professional organization(s). Actively engaged in professional growth.	Actively involved with professional organizations. Seeks opportunities to be involved in professional activities or events. Takes a leadership role in professional organization(s). Makes professional growth a high priority.
7.	RESPECT FOR RULES AND POLICIES	Unaware of school rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for himself/herself, or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	Aware of certain school rules and policies. Sometimes disregards known policies or restrictions. May seek exceptions for specific rules and policies.	Aware of school rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in his/her patterns of behavior, dress, etc.	Knows school rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in his/her patterns of dress, behavior, etc.	Follows school rules and policies and encourages others to respect them. Shows exemplary patterns of behavior with respect to rules and policies dealing with dress, behavior, or other aspects of school operation.
8.	COMMUNICATION (all forms; e.g., electronic, face-to-face, etc.)	Uses incorrect grammar in oral and/or written communications. Uses slang, shorthand, profanity, inappropriate vocabulary, or offensive language repeatedly. Does not express ideas clearly or completely. Displays distracting language habits (e.g., repetition of words or phrases, such as “okay” or “like”).	Oral and written communication skills lacking. Occurrences of slang, shorthand, profanity, inappropriate vocabulary, or offensive language are evident. May display distracting language habits (e.g., repetition of words or phrases, such as “okay” or “like”).	Usually uses correct grammar in oral and/or written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately – even though completeness could be enhanced.	Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	Speaking and writing are flawless in terms of grammatical correctness. Language usage is conventional and respectful. Is articulate and/or persuasive when expressing ideas.
9.	PROFESSIONALISM	Displays unacceptable levels of professionalism in class, completing work, and/or working with clients. Examples include: emotions not under control (regularly loses temper/has emotional outbursts) and fails to complete basic tasks required of class	Displays poor/inconsistent levels of professionalism in class, completing work, and/or working with clients. Examples include: signs of emotional immaturity present (may blame others/circumstances for loss of control) and tasks may be incomplete	Displays levels of professionalism in class, completing work, and/or working with clients expected of an undergraduate college student. Examples include: maintains basic control of emotions and completes tasks, though enthusiasm may be lacking.	Displays admirable levels of professionalism in class, completing work, and/or working with clients. Examples include: displays a steady emotional temperament, even in potentially volatile situations, and regularly completes tasks appropriately.	Displays exceptional levels of professionalism in class, completing work, and/or working with clients. Examples include: always maintains composure regardless of circumstances and shows enthusiasm towards daily challenges.
10	ETHICAL BEHAVIOR	Shows pattern of dishonest or deceitful behavior. Routinely sacrifices truth for personal advantage. Fails to use discretion in keeping personal confidences entrusted to him/her. Cannot be counted on to keep his/her word or to follow through as promised. Not appropriate as a role model for others.	Displays multiple instances of dishonest or deceitful behavior. Cannot be counted on to use discretion in keeping personal confidences/word to others. Not appropriate as a role model for others.	Is honest in dealing with others. May use discretion in keeping personal or professional confidences entrusted to him/her. Is satisfied with his/her level of trustworthiness. Ability to be a role model to others can be improved.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep his/her word. Shows self to be a person of strong character. A good role model of personal integrity.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep his/her word. Shows self to be a person of strong character. A good role model of personal integrity.

TOTAL SCORE _____ / 50

COMMENTS:

Appendix F
NORTHERN ILLINOIS UNIVERSITY
Department of Kinesiology and Physical Education

To be Completed by the Student Intern
Submit via BlackBoard

Final Student Internship Exit Interview

Spend time reflecting on the questions in this form, TYPE YOUR RESPONSES, proofread, submit to BlackBoard, AND set up exit interview appointment with Dr. Gilson at NIU

Name _____ Site _____

- 1. What was the most important thing you learned during your internship?**

- 2. In what ways did you feel prepared for your internship?**

- 3. Were there areas in which you would like to have been more prepared?**

- 4. Did your academic experiences better prepare you for interactions with a diverse population? Explain.**

- 5. Which 3 courses do you feel prepared you most for your internship?**

- 6. If you could make a recommendation for any alterations in your program of study, what would they be?**

- 7. What are your future plans?**

**Appendix
NORTHERN ILLINOIS UNIVERSITY
Department of Kinesiology and Physical Education**

**To be Completed by Intern's Site Supervisor
Please FAX to TODD GILSON 815.753.1413
Or SCAN and EMAIL to tgilson@niu.edu**

Final Student Internship Evaluation

Intern _____ Total Hours Completed _____

Site _____ Site Supervisor _____ Phone _____

(Key: Average means the intern has met your expectations.)

Please rate the intern as compared with others of like experience and education	Unsatisfactory	Below Average	Average	Above Average	Excellent
1. Professional appearance: appropriate dress, neatness					
2. Punctuality: Arrives and departs on a timely basis					
3. General knowledge: appears to know the fundamentals of area of interest					
4. Intellectual skills: knowledge and ability of assigned area(s)					
5. Initiative: works effectively with little instruction					
6. Organization: efficiently plans/implements responsibilities					
7. Cooperation: works well with staff and public					
8. Leadership: general leadership ability					
9. Emotional maturity: accepts criticism and suggestions; remains calm under pressure					
10. Dependability: efficiently carries out assignments					
11. Oral and written communication skills: can clearly relate either written or spoken ideas					
12. Facility awareness: maintains equipment and supplies					
13. Safety consciousness: implements safe procedures, is cognizant of hazards, and attempts to diffuse them					
14. Enthusiasm: reflects a true interest in work to others					
15. Imagination/creativity: possesses the ability to approach problems in unique and efficient ways					

Original signature _____ Date _____

Position _____