**To: Lisa Lewis, Associate Provost and**

**Michael Dixon, liaison to the Assessment Committee**

**Re: Kinesiology Assessment Report for the 2010-2011 academic year**

**From: Bob Moss, Chair, Kinesiology Department**

**Date: May 24, 2011**

**Athletic Training major**

Data from the Board of Certification (BOC) Athletic Training Examination (a national exam), senior admissions to graduate schools and job placement, alumni surveys, Athletic Training Exit Interview Surveys (all students), Athletic Training Exit Interviews (all students), weekly faculty & staff meetings, and the Athletic Training End of the Year Retreat are used each year to reflect on and refine the Athletic Training major.

Preview - Unfortunately, this past year saw us re-grouping/scrambling in early August, 2010 as one of our former visiting faculty, Gayle Thompson, took a tenure-track position at WMU in late July. It was an excellent move on her part and we in Athletic Training were very happy for her. However, due to Gayle’s departure our proposed staffing of classes went from one of strategy to one of survival. One of our new staff members, Jenny Sims, Carol Moss, and Bob Moss each took on an extra unit in the Fall. Carol and Bob Moss each took on an extra 1.5 units in the Spring, 2011. This coming year (2011-2012) we are re-excited as we have hired another visiting person which has allowed us to more strategically assign faculty to classes. Even with this hire we still have Athletic Training staff from the Athletics Dept teach classes on an overload basis and we are never able to offer any electives so we would still like to look at adding another faculty member in Athletic Training or re-structure the Athletic Training staff contracts so that teaching would be part of their contracts.

Data from the **BOC exam** for this past year are impressive as 8 of 9 students passed the exam on their first try (national average is 47% on first try passing rate). We also note that some of these students represented the best we have had since the inception of the program and so we must give credit where is due, they were smart students.

Graduate placement and employment continue to be excellent for our graduates as 9 of the past 11 graduates have gotten into graduate school as graduate assistants and are receiving a nice financial aid package or are working.

I mentioned in last year’s report that we were going to implement a student-mentor workshop at the beginning of 2010 for our students that would help formalize our mentor-mentee aspect (older students mentoring younger students) . It was reported by our seniors that mentoring younger students helped them acquire and solidify their knowledge base. This may have been an added benefit to the student-mentor process. The mentees also reported during their **exit interviews** that this process facilitated their engagement during their clinical experiences and augmented their understanding of material presented to them in the classroom. We will continue to present a student-mentor workshop at the beginning of the 2011-2012 year and emphasize more the benefits to both the mentor and mentee.

We also expanded our off-campus clinical experiences in the HS (Concord HS) and clinic (Oaklawn PT branch in Albion) in 2011-2012 and they were both well received as our staff realized the need for such during our **weekly staff meetings** and **end of the year retreat**. We will be looking at how we can best place our students in a general medical environment in 2011-2012 as the physician at our current site has a life-threatening medical condition.

Lastly, we will be looking at how to re-tool the curriculum, specifically: 1) split our KIN 243 Assessment of Athletic Injury class into a lower extremity evaluation and upper extremity evaluation classes so that material can be presented at a more reasonable pace, 2) format KIN 353 Administration of Athletic Training to allow better application and learning of the content, 3) make the competencies into true competencies and not “prompt”etencies as they are called by one of our staff, and 4) revamp how our clinical evaluations are used and “graded” so that students will see the importance of learning over time and progressing to achieve appropriate clinical competency in a graduated manner . These suggestions have been made in the past by the **alumni, students and the instructors** of the courses. We have never been able to consider this as we currently have a large major (14.25 units with cognates) and do not want to add any more units.

This retreat of May 2011 also revealed some new options of changing the content of some of the clinical lab courses which may allow us to address the KIN 243 issue and some students who attended the retreat had excellent suggestions for KIN 353 and clinical evaluations. More terminology and vocabulary will be emphasized in KIN 353. Clinical evaluations will be tweaked in a way so students will understand that clinical skills can best be learned and acquired by practicing them, perhaps even making mistakes, so that correct techniques will be more reinforced. We will institute a “pre” check-off of competencies by student mentors so that all “prompting” will take place prior to the competency testing. Any failed competencies for any reason (not knowing material, claiming to be “not ready”, etc) will be handled directly by the Wizard behind the Wall

**Exercise Science major**

The Exercise Science has not had a “leader” since 2007 when Roop Jayaraman, who was tenure track, left the department. Since that time the instructors have been adjuncts and visiting. It was my goal at the beginning of the 2010-2011 academic year to take the lead on the Exercise Science major as it has been growing even without intentional leadership. However the loss of an Athletic Training faculty member significantly increased my administrative and teaching load, and unfortunately much of what I had hoped to accomplish did not get done. The curriculum was completely overhauled and submitted to C&RC this past fall. It was approved which is a step in the right direction. Our hiring of a tenure track faculty for the 2011-2012 is very exciting and I look forward to working with her to help get a mission and goals for the Exercise Science major established. I can say I am hoping to take that which has been successful in the Athletic Training major (assessment techniques and clinical experiences which highlight the college’s mission of putting thought into action, for example) and see what can be implemented to the Exercise Science major.

The current data for Exercise Science is sparse and I do not think they allow us to make evaluations of the current program in a very objective way. They are based on a curriculum that has been totally revamped and a major that has not much intentional leadership. and More data are needed. The first comprehensive evaluation tool for the Exercise Science major will be sent out this Spring.