

ASSESSMENT PLAN TEMPLATE: UNDERGRADUATE ACADEMIC DEGREE PROGRAMS

This assessment plan template outlines a systematic approach to reviewing the student learning experience for your undergraduate academic degree program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn? *Student learning goals that have been submitted can be viewed at [Inside Assessment](https://provost.wisc.edu/inside-assessment/) (<https://provost.wisc.edu/inside-assessment/>).*
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning goals? *A curriculum mapping worksheet is provided on the last page of this template.*
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to learn? *Examples of direct and indirect methods of assessment can be found on the [UW Madison Assessment website](http://provost.wisc.edu/assessment/doing-assessment.htm) (<http://provost.wisc.edu/assessment/doing-assessment.htm>).*
- **So What** – After reviewing the assessment activity findings (evidence), determine if students are meeting the expectations. Validate that expectations are being met or consider ways to improve. *Information about annual assessment reporting can be found on the [UW Madison Assessment website](http://provost.wisc.edu/assessment/basic-assessment-plan.htm).*

More information about developing learning goals and an assessment plan guide is available at the [UW-Madison Assessment website](http://provost.wisc.edu/assessment/basic-assessment-plan.htm) (<http://provost.wisc.edu/assessment/basic-assessment-plan.htm>).

Please email your program's Assessment Plan Template and Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.

Assessment Plan Template – Undergraduate Degree/Major Program

Whether program personnel decide to paste information into this template or to utilize a pre-existing document, all bolded items **must** be included and clearly labeled.

Identifying Information

School/College: *Education*

Undergraduate Degree/Major Program Name: *Kinesiology/Exercise and Movement Science*

Faculty Director Contact/Title: *Morgan R. Shields, Kinesiology Undergraduate Coordinator*

Contact Information: *mrshields@wisc.edu, 263-2609*

Student Learning Goals (What)

Generally, programs have 3 to 5 learning goals; undergraduate programs must have at least three defined learning goals. List the undergraduate student learning goals for this academic degree/major program below. Feel free to add rows if the academic degree/major program has more than five learning goals. *The student learning goals that have been submitted for your academic degree/major program can be found on the [Inside Assessment website](https://provost.wisc.edu/inside-assessment/) (<https://provost.wisc.edu/inside-assessment/>).*

Student Learning Goals

1. *Students will be able to define and explain major concepts across the breadth of kinesiology.*
2. *Students will be able to apply their knowledge related to movement and physical activity techniques and approaches in clinical and applied settings to enhance human health and quality of life.*
3. *Students will demonstrate competence in the scientific research process, which includes the ability to consume, analyze, interpret and critically review scientific literature.*
4. *Students will develop appropriate styles of written and oral communication to use both within and outside the scientific community.*

Plan for Assessing Each Student Learning Goal

For each of the degree major/program student learning goals, indicate how the program plans to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage **in at least one assessment activity per year** and assessment activities, in total, **must include one direct assessment method**. While programs do not need to assess each learning goal every year, **all learning goals must be assessed within a period of three years**.

Assessment Planning (How)	Students will be able to define and explain major concepts across the breadth of kinesiology.	Students will be able to apply their knowledge related to movement and physical activity techniques and approaches in clinical and applied settings to enhance human health and quality of life.	Students will demonstrate competence in the scientific research process, which includes the ability to consume, analyze, interpret and critically review scientific literature.	Students will develop appropriate styles of written and oral communication to use both within and outside the scientific community.
Method for assessing learning (at least one direct method required)	Indirect: Graduating seniors will complete an exit interview/survey assessing how well they believe their education addressed each learning goal. Data will be collected at the end of the Fall and Spring semesters beginning in the Fall of 2017 and be included in the annual report of learning goal assessments beginning in year 2.			
	Direct: 1) Students will meet the satisfactory requirements of core kinesiology coursework (GPA > 2.75). 2) Graduation rate, retention, number of students on academic probation.	Direct: Students will meet the satisfactory requirements of kinesiology courses that align with this goal (GPA > 2.75).	Direct: 1) Students will meet the satisfactory requirements of kinesiology courses that align with this goal (GPA > 2.75). 2) Graduation rate, retention, number	Direct: 1) Students will meet the satisfactory requirements of kinesiology courses that align with this goal (GPA > 2.75). 2) Graduation rate, retention, number of students on

			of students on academic probation.	academic probation.
Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)	Direct: 1) Year 1, Spring 2017 Direct 2) Year 2, Spring 2018 Indirect: Year 2, Spring 2018	Direct: Year 2, Spring 2018 Indirect: Year 2, Spring 2018	Direct: 1 & 2, Year 2, Spring 2018 Indirect: Year 2, Spring 2018	Direct: 1 & 2, Year 2, Spring 2018 Indirect: Year 2, Spring 2018

*For examples of direct and indirect methods of assessment, see: <http://provost.wisc.edu/assessment/doing-assessment.htm>.
You may elect to copy and paste this table multiple times if your program has more than five learning goals.

Also provide answers to the following questions as part of your assessment plan.

1. **Who is responsible for assessment?** (identify an individual or team who will coordinate the implementation of the plan on an annual basis):

The Kinesiology Undergraduate Coordinator (Morgan Shields) will keep track of the assessment timeline and will facilitate student assessment data collection at the end of each semester. This data will be analyzed and reviewed by the Undergraduate Studies Committee early in the Fall Semester of each academic year.

2. **What is the plan for review of the assessment information?** (typically during an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, degree completion, and other structural features of the student experience in addition to the evidence about student learning):

Annually, at the September meeting of the Undergraduate Studies Committee, assessment data will be analyzed and compiled. The committee will produce an initial summary to be presented at the Kinesiology department meeting held early in the fall semester of each academic year.

3. **What is the plan for production of an annual summary report?** (the annual summary report includes the materials that form the basis of discussion at the annual meeting of the program faculty and staff, along with any recommendations made after considering the student learning assessment information presented):

After reviewing the assessment summary and comments from the Kinesiology department meeting, the Kinesiology Undergraduate Coordinator (Morgan Shields) will provide an assessment summary report, including any items to be addressed with curricular or programmatic changes to the Provost's Office by October 1st.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented):

If it has been determined that action must be taken to address discrepancies in learning outcomes and data collected, proposals will be developed through the Undergraduate Studies Committee. If approved, any changes will be implemented the following semester. The Undergraduate Studies Committee will monitor all new implementations annually, with an updated report being compiled after two semesters of the change.

For Graduate Degree Program Assessment Plan Template, see <http://provost.wisc.edu/assessment/>
Undergraduate Degree Program Curriculum Mapping Worksheet (Where)

This worksheet, or similar document, **must be included** with the submission of the program's assessment plan.

- **Learning Goals** – Enter the academic degree program learning goals identified in the assessment plan on the top row of the following chart. (If the learning goals have been submitted to the Office of the Provost, a pre-populated template is available; contact regina.lowery@wisc.edu) Feel free to add columns if the academic degree/major program has more than five learning goals.
- **Degree/Major Program Courses/Experiences** – List all degree requirements (in some cases co-curricular experiences may also be included). Feel free to add rows as needed.
- Indicate with a check (X) where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.

Curriculum Map (Where)	Student Learning Goals			
<u>Kinesiology Courses or Experiences</u>	Students will be able to define and explain major concepts across the breadth of kinesiology.	Students will be able to apply their knowledge related to movement and physical activity techniques and approaches in clinical and applied settings to enhance human health and quality of life.	Students will demonstrate competence in the scientific research process, which includes the ability to consume, analyze, interpret and critically review scientific literature.	Students will develop appropriate styles of written and oral communication to use both within and outside the scientific community.
Kines 119, Intro to Kines	X		x	
Kines 314, Phys of exercise	X	x		x
Kines 330, Research			x	
Kines 318, Biomechanics	X	x		x
Kines 350, Intro to Ex Psych	X		x	
Kines 361, Motor Learning	X			x

Kines 116, First Aid	X			
Kines 300, Practicum	X	X		X
Kines 355, Soc-Cul of PA	X			X
Kines 600, Adv Ex Psych			X	X
Kines 521, PA & Health	X		X	X
Kines 516, PA for diverse abilities	X	X		X

**Add additional rows as needed to capture all requirements.*

Minimally, all of the courses required to complete the major degree program should be listed. Optionally, elective courses may be included in addition to the required courses.

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 Curriculum Map Worksheet to regina.lowery@wisc.edu by July 1, 2016.**
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