



The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual



T.J. Miller, Chair HPER

Kinesiology BS

If you selected "Other" above, please identify.

College of Health

Select Specialized Accrediting Agency or N/A.





e) Safety/Risk Management

5) Advocate for and demonstrate the importance of a physically active lifestyle personally and professionally as a means to improve quality of life and reduce the risk and prevalence of lifestyle related diseases. Met faculty expectations.

(750 characters or less)

The Kinesiology Assessment plan was brand new for AY2021. Since we were all remote, I would say there was little data collection because of the experiential nature of our measures. Faculty could not place students in community settings or practice our core competencies during COVID.

(750 characters or less)

HPER Faculty are still assessing utilization of the assessment plan and data. As stated above, with COVID 19, community placement/interaction was challenging. We did collect some artifacts pertaining to the PSLO's. The leadership rubric is consistently applied in our Leadership courses (5 courses). We also collected data from the internship course. Initially this data shows that HPER Faculty selected meaningful measures of student learning and Kinesiology students are meeting or exceeding our PSLO's. With the new PSLO's, revised courses, and a revised degree core, we will continue to track student learning and collecting artifacts. I feel this year HPER will have substantive data to further review the PSLO's and attainment.

(750 Characters or less)

I do not have any information as this was our first year with new PSLO's, utilizing this assessment plan and collecting artifacts. HPER does not feel the need to change anything at this time, we changed everything in the last year. We need to stay the course and collect data for this year. The HPER will embark on a review of the PSLO's and assessment plan/data.



Changes in teaching methods

Changes in advising

Degree requirement changes

Degree course sequencing

Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A



Metric	Definition	Rationale
	<i>T</i>	focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. $\frac{T}{R} \quad T$	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.

(750 characters or less)

We have recently seen success from our HPER alumna. Recently two student have admitted, one graduated, into the Creighton Partner program for Occupational Therapy. We have had a few Doctor of Physical Therapy (kinesiology undergrad) graduates (5), 2 graduates in a graduate Athletic Training program, and many student receive employment offers upon graduation. I do not have



(750 characters or less)

The program has made significant changes to curriculum and the assessment plan which they will have more data on in the upcoming year. As the COVID-related challenges in community placements and, in some cases, curriculum delivery have extended for a relatively long period of time, it will be important that th