

## School of Kinesiology & Recreation

### Graduate Assessment Plan

The School of Kinesiology and Recreation Graduate Program has three outcomes as part of its assessment plan. Each outcome will be measured differently. The means to measuring the outcomes is detailed below.

#### **Outcome #1**

Demonstrate advanced knowledge focused on a specific academic discipline.

*Performance measure:* Select one data collection method and submit the final results to the Graduate Program secretary upon completion of the culminating experience and submission of the grade for the course.

*Thesis* - Two different forms have been created that assess the same information in a different way. Each committee members will complete one of the Thesis Evaluation rubrics for the student (Appendix A).

*Professional Practice* – The agency supervisor will complete the final evaluation form and submit it to the university supervisor. <http://kinrec.illinoisstate.edu/graduate/forms/>. (Appendix B)

*Independent study* – The project supervisor will complete the independent study evaluation form (Appendix C). Exercise physiology will use their existing form (Appendix D) ([http://kinrec.illinoisstate.edu/downloads/KNR400\\_checklist.pdf](http://kinrec.illinoisstate.edu/downloads/KNR400_checklist.pdf)) while the other sequences use the independent study rubric.

*Assessment assignment:* Faculty supervising the culminating experience.

*Use of results:* Results will be tabulated to be sequence specific. Sequence coordinators will facilitate annual discussion on results of outcome #1. Faculty will discuss content and assignments in major courses in an effort to improve the program.

#### **Outcome #2**

Demonstrate understanding of different research paradigms, synthesize research studies, and make practical applications of the results.

*Performance measure:* Complete the Research Methodology evaluation rubric (Appendix E).

*Assessment assignment:* Faculty member teaching KNR 497.

*Use of results:* Results will be analyzed and changes made to the content and/or assignments within KNR 497 if needed.

**Outcome #3**

Demonstrate understanding of descriptive and inferential statistics and their application.

*Performance measure:* Complete the Statistics Evaluation rubric based on assignments exams in the course (Appendix F).

*Assessment assignment:* Faculty member teaching KNR 445.

*Use of results:* Results will be analyzed and changes made to the content and/or assignments within KNR 497 if needed.

**Method of Data Entry**

Each student completing the program will have three pieces of data corresponding to the three outcomes. Once the data are compiled for each outcome, the results will be submitted to Barb Arbogast, Graduate Program Secretary. Barb will enter the data into Excel and the Graduate Program Director will generate a report for each sequence. The sequence will then work with the results to make improvements to the research core courses and sequence curriculum.

**References:**

<http://www.csom.umn.edu/assets/150712.pdf>

<http://honors.wsu.edu/academics/thesis/library/Thesisrubric.pdf>

<http://assessment.uncg.edu/rubrics/thesis.htm>

**School of Kinesiology & Recreation  
Thesis Evaluation Rubric**

Student name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

| Criteria                                      | Exceeds Expectations   | Meets Expectations  | Below Expectations   |
|---|--|---|--|
| Research question/topic                       | <b>3</b><br>Research question is challenging, well thought out; demonstrates thorough understanding of topic area and research needs; research will make a significant contribution to knowledge in the field.   | <b>2</b><br>Research question is clearly stated and well thought out; demonstrates acceptable understanding of topic area and research needs; research will make a contribution to knowledge in the field.  | <b>1</b><br>Research question lacks clarity and focus; lack of understanding of topic area and research needs; research will make little or no contribution to knowledge in the field.   |
| Literature                                    | <b>3</b><br>Demonstrates in depth, thorough knowledge of existing literature; exceptional synthesis of literature; review of literature thoroughly demonstrates need for research question.  | <b>2</b><br>Solid knowledge of existing literature; adequate synthesis of literature; review of literature adequately demonstrates need for research question.  | <b>1</b><br>Lacks key pieces of literature on this topic area; reports existing literature rather than synthesizes literature; literature review does not make a solid argument for the need for this research.  |
| Methodology                                   | <b>3</b><br>Exceptional understanding and appropriate use of methodology; in depth thought given to limitations of methodology.  | <b>2</b><br>Adequate understanding and appropriate use of methodology; clearly demonstrates limitations of methodology.   | <b>1</b><br>Methodology incomplete, inadequate or inappropriate; lack of understanding of limitations of methodology.  |
| Analysis, reporting and discussion of results | <b>3</b><br>Appropriate mode of analysis used for methodology and research question; strong connection between results and contribution to the literature and its gaps; solid consideration given to application of the results to the profession; accuracy, consistency, and relevance of results appropriately questioned. | <b>2</b><br>Appropriate mode of analysis used for methodology and research question; adequate connection between results and contribution to the literature and its gaps; adequate consideration given to application of the results to the profession; accuracy, consistency, and relevance of results appropriately questioned. | <b>1</b><br>Mode of analysis inappropriate for the study; weak connection between results and contribution to the literature and its gaps; little consideration given to application of the results to the profession; accuracy, consistency, and relevance of results minimally questioned. |
| Quality of writing                            | <b>3</b><br>High quality writing skills; well organized; free of errors; meets   | <b>2</b><br>Solid writing skills; well organized; minimal errors; meets   | <b>1</b><br>Poor writing skills; lacks organization; unacceptable  |

|                         |   |  |  |
|-------------------------|---|--|--|
|                         | style and format requirements of the Graduate School.   | style and format requirements of the Graduate School.  | number of errors; does not meet style and format requirements of the Graduate School.  |
| Quality of presentation | <b>3</b><br>Highly professional presentation; visual aids are free of errors; very articulate, clear speech, well prepared; high level of knowledge demonstrated in addressing questions. | <b>2</b><br>Professional presentation; PowerPoint had minimal errors; articulate, clear speech, adequately prepared; adequate level of knowledge demonstrated in addressing questions. | <b>1</b><br>Poor presentation; PowerPoint had excessive errors; difficult to understand speech and/or presentation, insufficiently prepared; lacked adequate level of knowledge in addressing questions. |

**Comments (discuss strengths & weaknesses):**

**Additional information:**

Thesis will be submitted to which tier journal(s) (circle):      Top      Middle      Lower

Thesis will be presented at which tier conference(s) (circle):      Top      Middle      Lower

\_\_\_\_\_

Evaluator's signature

\_\_\_\_\_

Date

**Please submit to Barb Arbogast at the completion of the culminating experience and submission of the final grade.**

**School of Kinesiology & Recreation**  
**Thesis Evaluation Rubric**

Student name: \_\_\_\_\_ Committee member: \_\_\_\_\_ Date: \_\_\_\_\_

Thesis title: \_\_\_\_\_

| Criteria   | Exceeds<br>Expectations | Meets<br>Expectations | Below<br>Expectations |
|--|-------------------------|-----------------------|-----------------------|
| <b>Research question/topic:</b><br>Research question, demonstrated understanding of topic area and research needs; anticipated contribution to knowledge in the field; purpose/specific aims; hypothesis..   | <b>3</b>                | <b>2</b>              | <b>1</b>              |
| <b>Comments:</b>   |                         |                       |                       |
| <b>Literature:</b><br>Demonstrates knowledge of existing literature; synthesis of literature; gaps in research identified; review of literature demonstrates need for research question.   | <b>3</b>                | <b>2</b>              | <b>1</b>              |
| <b>Comments:</b>   |                         |                       |                       |
| <b>Methodology:</b><br>Exceptional understanding and appropriate use of methodology, including research design and instrumentation; thought given to limitations of methodology; appropriate statistics used for methodology and research question.  | <b>3</b>                | <b>2</b>              | <b>1</b>              |
| <b>Comments:</b>   |                         |                       |                       |
| <b>Analysis, reporting &amp; discussion of results:</b><br>Solid analysis, reporting and interpretation of results relative to objectives; use of figures and tables; connection between results and contribution to the literature and its gaps; consideration given to application of the results to the profession; accuracy, consistency, and relevance of results appropriately applied and | <b>3</b>                | <b>2</b>              | <b>1</b>              |

|  |          |          |          |
|--|----------|----------|----------|
| questioned, conclusion of the study.   |          |          |          |
| <b>Comments:</b>   |          |          |          |
| <b>Quality of writing:</b><br>Quality writing skills; well organized; free of errors; meets style and format requirements of the Graduate School.  | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Comments:</b>   |          |          |          |
| <b>Quality of presentation:</b><br>Professional presentation; PowerPoint is free of errors; articulate, clear speech, well prepared; high level of knowledge demonstrated in addressing questions. | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>Comments:</b>   |          |          |          |

**Additional information:**

Thesis will be submitted to which journal(s): \_\_\_\_\_

Thesis will be presented at which confence(s): \_\_\_\_\_

\_\_\_\_\_  
Evaluator's signature

\_\_\_\_\_  
Date

**Please submit to Barb Arbogast at the completion of the culminating experience and submission of the final grade.**

**School of Kinesiology & Recreation Professional Practice Midterm/Final Evaluation**

Student: \_\_\_\_\_

Supervisor/Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Circle one: Midterm Final

**Part 1 Instructions:** Please circle the number that best applies to each item.

|  | <b>Exceeds<br/>Expectations</b> | <b>Meets<br/>Expectations</b> | <b>Needs<br/>Improvement</b> | <b>Unable to<br/>rate</b> |
|--|---------------------------------|-------------------------------|------------------------------|---------------------------|
| <b>COMMUNICATION:</b>                          | 3                               | 2                             | 1                            | NA                        |
| Written communication                          | 3                               | 2                             | 1                            | NA                        |
| Verbal communication                           | 3                               | 2                             | 1                            | NA                        |
| Listening skills                               | 3                               | 2                             | 1                            | NA                        |
| Ability to communicate with customers          | 3                               | 2                             | 1                            | NA                        |
| Ability to communicate with staff              | 3                               | 2                             | 1                            | NA                        |
| Effective customer service skills              | 3                               | 2                             | 1                            | NA                        |
| <b>INTERPERSONAL SKILLS:</b>                   |                                 |                               |                              |                           |
| Creativity & innovation                        | 3                               | 2                             | 1                            | NA                        |
| Demonstrate flexibility                        | 3                               | 2                             | 1                            | NA                        |
| Demonstrate patience                           | 3                               | 2                             | 1                            | NA                        |
| Ability to work well with others               | 3                               | 2                             | 1                            | NA                        |
| Able to effectively deal with conflict         | 3                               | 2                             | 1                            | NA                        |
| Understands and accepts constructive criticism | 3                               | 2                             | 1                            | NA                        |
| Ability to take initiative                     | 3                               | 2                             | 1                            | NA                        |
| Seeks help when needed                         | 3                               | 2                             | 1                            | NA                        |
| Ability to make sound, effective decisions     | 3                               | 2                             | 1                            | NA                        |
| Able to work in a team                         | 3                               | 2                             | 1                            | NA                        |
| <b>PROFESSIONAL PRACTICE:</b>                  |                                 |                               |                              |                           |
| Perform tasks in a timely manner               | 3                               | 2                             | 1                            | NA                        |
| Punctual                                       | 3                               | 2                             | 1                            | NA                        |
| Attendance                                     | 3                               | 2                             | 1                            | NA                        |
| Appropriate appearance                         | 3                               | 2                             | 1                            | NA                        |
| Ability to network within the profession       | 3                               | 2                             | 1                            | NA                        |
| Ability to network outside the profession      | 3                               | 2                             | 1                            | NA                        |

|                                    |   |   |   |    |
|------------------------------------|---|---|---|----|
| Ability to act professionally      | 3 | 2 | 1 | NA |
| Effective organizational skills    | 3 | 2 | 1 | NA |
| Ability to multi-task              | 3 | 2 | 1 | NA |
| Ability to prioritize tasks        | 3 | 2 | 1 | NA |
| Ability to effectively manage time | 3 | 2 | 1 | NA |

**Part 2 Instructions:** Since the student completing this professional practice will soon be seeking a position in the profession, please provide specific feedback on their strengths and growth areas. It is suggested that this evaluation be discussed with the student.

Strengths:

What areas should the student further develop to enhance their professional skills?

\_\_\_\_\_  
Supervisor/Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



**Culminating Experience Independent Study Evaluation Rubric**

Student name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

**Description of project:**

| Criteria  | Exceeds Expectations | Meets Expectations | Below Expectations | Not Applicable |
|---|----------------------|--------------------|--------------------|----------------|
| Understanding of project topic                            | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Methodology used  | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Application of student's sequence specific knowledge base | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Application of student's statistics knowledge base        | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Application of student's research specific knowledge base | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Achievement of established objectives                     | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |
| Overall quality of project                                | 3                    | 2                  | 1                  | NA             |
|   | Comments:            |                    |                    |                |

Please submit one form per student to Barb Arbogast at the completion of the culminating experience.

### Checklist for KNR 400 – Exercise Physiology Independent Study Culminating Experience

Once each task is completed, ask the faculty member who oversaw your work or your advisor to best assess your level of accomplishment on the task. Please include a description of each activity in the space provided.

| Critical Analysis of Research                                 | Exceeds Expectations                                    | Meets Expectations | Below Expectations | Not Applicable |
|---|---|--------------------|--------------------|----------------|
| KNR 451   | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| KNR 454   | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| KNR 480   | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| Other course:   | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| Literature Review   | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| Experimental Design and IRB application                       | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |
| Data Collection (please attach a log of hours and activities) | 3   | 2                  | 1                  | NA             |
|   | Faculty member signing off:<br>Description of activity: |                    |                    |                |

|                           | <b>Exceeds Expectations</b>                             | <b>Meets Expectations</b> | <b>Below Expectations</b> | <b>Not Applicable</b> |
|---------------------------|---|---------------------------|---------------------------|-----------------------|
| Data reduction            | 3   | 2                         | 1                         | NA                    |
|                           | Comments:   |                           |                           |                       |
| Data analysis             | 3   | 2                         | 1                         | NA                    |
|                           | Faculty member signing off:<br>Comments:                |                           |                           |                       |
| Discussion of results     | 3   | 2                         | 1                         | NA                    |
|                           | Faculty member signing off:<br>Comments:                |                           |                           |                       |
| Dissemination of outcomes | 3   | 2                         | 1                         | NA                    |
|                           | Faculty member signing off:<br>Description of activity: |                           |                           |                       |

**School of Kinesiology & Recreation  
Research Methodology Evaluation Rubric**

Student name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Study title: \_\_\_\_\_

| Criteria   | Exceeds Expectations | Meets Expectations | Below Expectations |
|--|----------------------|--------------------|--------------------|
| <p>Sampling knowledge:</p> <ul style="list-style-type: none"> <li>A. Recognition of the sampling strategy.</li> <li>B. Recognition of the population/time/setting to which the study is generalized/targeted (either implied or actual)</li> <li>C. Recognition of strengths/weaknesses of sampling strategy</li> </ul>  | 3                    | 2                  | 1                  |
| <p>Measurement issues:</p> <ul style="list-style-type: none"> <li>A. Recognition of what the study intends to measure (ie. dependent measure(s), independent measure(s))</li> <li>B. Recognition of how these measures are being taken within the study (how variables are operationalized)</li> <li>C. Comment on strength and/or weaknesses of the observed operationalizations</li> </ul> | 3                    | 2                  | 1                  |
| <p>Internal Validity - design issues</p> <ul style="list-style-type: none"> <li>A. Recognition of the study's design.</li> <li>B. Recognition of whether the study's design permits a conclusion that the relationship under investigation is causal.</li> <li>C. Recognition of research limitations.</li> </ul>  | 3                    | 2                  | 1                  |

Source: Dr. Peter Smith, KNR 497

**Place any comments on the reverse side.**

**School of Kinesiology & Recreation  
Statistics Evaluation Rubric**

Student name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

|   | <b>Exceeds expectations</b><br>(completes assignment with few or no errors; clearly understands when to apply statistical procedure) | <b>Meets expectations</b><br>(completes assignment with acceptable number of errors; suggests an understanding of when to apply statistical procedure) | <b>Below Expectations</b><br>(Incomplete assignment or assignments with several errors; lacks of an understanding of when to apply statistical procedure) | <b>Data Collection Source</b><br>(ie. Homework assignment; exam) |
|---|--|--|---|--|
| Understanding of and ability to use SPSS to solve statistical problems. | 3  | 2  | 1   |  |
| Understanding of and ability to use correlation techniques              | 3  | 2  | 1   |  |
| Understanding of and ability to use simple regression techniques        | 3  | 2  | 1   |  |
| Understanding of and ability to use multiple regression techniques      | 3  | 2  | 1   |  |
| Understanding of and ability to use various t-test techniques           | 3  | 2  | 1   |  |
| Understanding of and ability to use analysis of variance techniques     | 3  | 2  | 1   |  |

Comments: