

Kinesiology (BS) – HHS

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Step 1: Student Learning Outcome

DLO 6: Differentiate between biomedical and biopsychosocial explanations of health and wellness or rehabilitation; Describe the biological, psychological, social, and environmental correlates and determinants of behavior change relevant to physical activity and diet; Integrate multilevel determinants into behavior change interventions for individuals, communities, and populations; Evaluate the efficacy and effectiveness of behavior change interventions in exercise, nutrition, and rehabilitation sciences.

Step 2: Assessment Methods and Measures

ENS 306, Spring 2025: Programming behavior change interventions for individuals to improve mobility or sport performance requires that students must understand the multiple determinants of gait and balance choices. In class, we discuss how energy efficiency, injury reduction, and physics principles simultaneously influence how people choose their gait and how they achieve peak sports performance. Additionally, we discuss how body height, base of support size, and balance movement, together influence the limits of standing stability. Information from the lecture material will inform 4-6 exam questions total across Exam 2 and Exam 3. The course instructor will lead this assessment effort and has created the exam questions and specific exam instructions.

Each student is required to demonstrate her/his understanding of the multiple determinants of gait and balance choices by submitting answers to exam questions through *Gradescope*. This work is collected during the last third of the semester. The instructor, along with the teaching assistants (TAs), are responsible for assessment by tabulating correct/incorrect answers to exam questions.

Step 3: Criteria for Success

At least 75% of students will receive scores of 85% correct for the listed *Gradescope* exam questions.

Step 4: Summary of Results

Overall, 72% of students received scores of 85% correct for questions listed on the next three pages. Criterion not met.

Step 5: Action Plan

Per the course instructor, below are a few targeted adjustments to help meet the state criteria in future semesters:

1. Budget more class time to cover the topics related to the most missed problems and provide additional step-by-step examples.
2. Incorporate low-stakes *iClicker* questions on those same topics to give students (and instructors) continuous feedback before the high-stakes exam.
3. Introduce an early-semester math-anxiety workshop and foundational math exercises so students build proficiency sooner and have more time to focus on conceptual understanding.