



UMass Amherst's Educational Effectiveness Plan (EEP) provides departments with an ongoing structure for conducting systematic inquiry into the effectiveness of their efforts to support student success. For the first phase of EEP, departments answered a series of prompts about their current educational effectiveness efforts, and their inquiry plans. Here we provide an edited version of this department's responses.

Kinesiology EEP

Identify the evidence you currently use (beyond GPA) to determine that your undergraduates have achieved the objectives you have for them.

Currently, we look at AQAD reports, senior survey results, and academic analytics.

What changes has the department made in its undergraduate program(s) and offerings based on the results of the evidence described in the previous section, over the last few years?

The department conducted a curriculum review and made substantial changes to the undergraduate curriculum approximately 5 years ago. We have successfully implemented the changes and started a curriculum review (Fall 2017) to assess our successes and implement changes where necessary. In addition, the department has placed a lot of effort on increasing student satisfaction in the area of advising. For example, we have developed a successful peer advising program. Such changes have resulted in positive results in recent senior surveys.

Please describe the focus of your inquiry and explain why this inquiry is important to your department right now.

We are invested in evaluating and continuing to provide a high-quality education at the undergraduate and graduate level. The faculty has discussed this at several meetings and would like to use the grades earned in our 4 capstone courses (400-level laboratory courses in the primary areas of our field) to measure the success of meeting our learning objectives. The faculty feels if our learning objectives are sound, and our mapping is accurate, then the appropriate way to assess undergraduate student success is via the faculty with expertise in each of these courses.

What evidence do you plan to use to inform your inquiry focus? And, what are your initial thoughts on how you will collect this information?

At this time, we do not have a response to either of these questions; please note that the department is including a draft of graduate student learning objectives. We are going to edit this on May 17, 2018 at our faculty retreat.

What are the Student Learning Objectives for your department or program(s)?

Kinesiology, B.S.

- Explain the scientific foundations of human movement including: physiology, biomechanics, motor control, behavior, and the relevance of physical activity to human health.
- Demonstrate the knowledge and practical skills necessary to work in kinesiology and related fields.
- Effectively analyze and interpret numerical and statistical information relevant to kinesiology.
- Successfully communicate scientific information about kinesiology to a diverse population.

Experiential Goals

- Laboratory settings
- Presentations and public speaking
- Scientific writing
- Team based learning/group learning

Kinesiology Department; Kinesiology, M.S.; Kinesiology, Ph.D.

- Provide a comprehensive understanding of fundamental concepts in kinesiology as they apply to a wide range of populations.
- Ensure competency in communication of scientific principles to a diverse audience.
- Encourage broad exploration of interdisciplinary approaches to science and discovery.
- Provide teaching and research opportunities that prepare students for the workforce.
- Promote career training for diverse career paths.