

UNIT REPORT

**Movement Sciences-Academic -
APR Self-Study Report by
Academic Unit/Department**

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Program Mission

Department of Movement Sciences Mission

Program Mission Statement:

We improve movement, health, and well-being through innovative research, transformative learning and beneficial engagement.

Program Goal (add a minimum of 3 program goal "plan items")

Program goal#2: Increase enrollment

Goal Statement:

Programs in MVSC that can accommodate more students will increase enrollment.

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Transform (Goal 3): Increase our educational impact.

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:

Enrollment statistics.

List of Actions the Program Will Take to Achieve Goals :

Work with SEM and academic advising staff.

Goal Achievement Level: In Progress

Program goal#1: Increase engagement with entities outside of UI program

Goal Statement:

MVSC will increase engagement with entities outside of UI

Alignment to UI Strategic Plan Goals:

Engage (Goal 2): Suggest and influence change that addresses societal needs and global issues, and advances economic development and culture.

Transform (Goal 3): Increase our educational impact.

Indicators/Metrics to Evaluate Progress:

Evaluate all of the programs that MVSC impacts outside of UI

List of Actions the Program Will Take to Achieve Goals :

Promote engagement with stakeholders outside of UI

Goal Achievement Level: In Progress

Program goal #3: Increase scholarly and creative products

Goal Statement:

MVSC will work to increase the number of scholarly and creative products.

Alignment to UI Strategic Plan Goals:

Innovate (Goal 1): Scholarly and creative products of the highest quality and scope, resulting in significant positive impact for the region and the world.

Cultivate (Goal 4): Foster an inclusive, diverse community of students, faculty, and staff and improve cohesion and morale.

Indicators/Metrics to Evaluate Progress:

Count all of the scholarly and creative products.

List of Actions the Program Will Take to Achieve Goals :

Encourage faculty and staff to increase scholarly and creative products.

Goal Achievement Level: In Progress

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

B.S. ESHS Student Learning Assessment Report

Assessment Report Contact: Chantal Vella

Program Changes in Past Year:

In an effort to better meet students needs and best set them up for post graduation success, we made extensive revisions to our curriculum. While we are offering the same courses, we designed our curriculum to allow more student choice in what types of courses they are taking. We categorize these choices into certain areas/buckets to ensure students are still meeting learning objectives, while allowing students choices in the courses they will take. This will allow students who are planning on pursuing medical and allied health graduate degrees the ability to take courses that are required for entry into these programs, allow other students to take courses that more closely align with knowledge they need to take for professional certifications (e.g., Certified Strength and Conditioning Specialist), and other students to explore areas they wish to expand their knowledge and experience.

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

The physical education and health program is accredited the State of Idaho and the Council for the Accreditation of Educator Prep as well and follows standards set forth by the Society for Health and Physical Educators America

Import Outcomes Data (from Anthology Outcomes):

Summary of Student Learning:

Students are meeting or exceeding our learning outcomes. Our outcomes our designed to build on each other. For example, Outcome 1 is the most basic form of knowledge in our field (understanding), students gain this knowledge and then are able to apply their knowledge in other courses, which we measure through Outcomes 2 and 3. As faculty, we use rubrics to assess their learning, and at the completion of their degree students are surveyed and given a chance to reflect and provide feedback on their learning. Through this data collection, we know that students are meeting or exceeding our learning outcomes.

Summary of Faculty Discussion:

Over the course of several faculty meetings, we used data from student performance and students feedback to reflect, edit, and adjust our program's learning outcomes. Once the learning outcomes were approved by our faculty, we designed a curriculum map, which aligned all classes with the primary and secondary learning outcomes that each course addresses. Furthermore, we ensured that each learning outcome had multiple classes that addressed the outcome and that courses were designed to compliment each other and help students achieve learning outcomes from multiple courses. From there, we looked at our course sequencing and came up with a plan of which courses we would report assessment outcomes on each semester and which program learning outcomes would be addressed.

Summary of Changes/Improvements Being Considered:

Since we have adjusted our learning outcomes and curriculum, we will pay careful attention to student performance (via rubrics and surveys) to ensure program outcomes are being met. Furthermore, we will review all of our rubrics and update as necessary to ensure we have strong, descriptive rubrics that measure each learning outcome.

Inter-rater Reliability:

We have very strong, descriptive rubrics and we measure our learning outcomes from multiple angles so that we can capture each learning outcome when multiple faculty are evaluating student mastery. Furthermore, students reflect on their learning experiences prior to graduation so student perception of knowledge mastered can be compared to faculty results.

Closing the Loop:

Based off student feedback, we have revised our curriculum to meet the needs of our students and to better meet our program learning outcomes. We will continue to examine our assessment results to monitor student learning and use the data to inform programmatic changes.

B.S. Recreation Student Learning Assessment Report

Assessment Report Contact: Julie Son

Program Changes in Past Year:

The program has implemented new/revised courses to the degree and enhanced the sport management aspect of the program with a strategic hire. In particular, the program has added a new gen ed, RSTM 104: Recreation, Sport, and Tourism for Healthy Communities (Social and Behavioral Sciences). The program is also offering some courses with online and in-person options to provide increased flexibility to students, and to augment enrollment.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: COAPRT

Import Outcomes Data (from Anthology Outcomes):

AY 2020-2021 COAPRT National Accreditation Learning Outcomes Assessment Data:

1a. Students graduating from the program shall demonstrate entry-level knowledge in the nature and scope of the relevant park, recreation, tourism or related professions and their associated industries

Metric: RSTM 104 Chapter Quizzes – 80% receive a C or better on assigned quizzes
Result: 86% of assigned quizzes received a C or better. Direct measure was met.

1b. Students graduating from the program shall demonstrate entry-level knowledge in the techniques and processes used by professionals and workers in these industries.

Metric: REC 485 Trend or Issue Poster - 80% receive a B or better
Result: RSTM 485 Trend or Issue Poster – 100% received a B or better.

1c. Students graduating from the program shall demonstrate entry-level knowledge in the foundation of the profession in history, science and philosophy.

Metric: RSTM 104 Foundations of the Field Assignment - 80% of students receive a B or higher on weekly quizzes.
Result: 77.8% of students received a grade of B or higher on the Foundations of the Field Assignment. However, the average score on the assignment was over 80% and there were 3 students who did not complete the assignment and one student who stopped attending the class. This indicates that students who do complete the assignment, on average, score above the 80% threshold.

2a. Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate services that facilitate targeted human experiences.

Metric: RSTM 425 (Fall 2020) Program Design Assignment – 80% receive a C or higher

Result: 100% of students scored a C or higher on the Program Design assignment. Students exceeded the standard.

2b. Students graduating from the Program shall demonstrate the ability to design, implement, and evaluate services that embrace personal and cultural dimensions of diversity.

Metric: RSTM 425 (Fall 2020) Programming for Diversity. (Assignment 8) - 80% of students receive 20 of 25 points (80% - B) or higher
Result: 92.9% of students received 20 of 25 points (80% - B) or higher. Students exceeded the standard.

3. Students graduating from the program shall be able to demonstrate entry-level knowledge about operations and strategic management/administration in parks, recreation, tourism and/or related professions.

Metric: REC 280 Practicum Student “Wrapping it Up” Assignment (Self-Reflection) – 80% receive a B or higher
Result: 100% received a B or higher, exceeding the standard.

4. Students graduating from the program shall demonstrate, through a comprehensive internship of not less than 400 clock hours and no fewer than 10 weeks, the potential to succeed as professionals at supervisory or higher levels in park, recreation, tourism, or related organizations.

Metric: “Wrapping It Up” Assignment – 90% receive a B or higher
Results: REC 498 Student “Wrapping It Up” Assignment 100% received a B or higher

Summary of Student Learning:

Students met or exceeded all of the standards required by COAPRT national accreditation. Students are learning the required information and typically exceeding standards.

Summary of Faculty Discussion:

The faculty discuss the findings in the RSTM program meeting, as is a requirement of our national accreditation. The faculty identified an area that will need a change in 2021-2022: As a newly approved gen ed, the RSTM 104 assignment will be changed to align with both the 1c standard and the general education learning outcomes. A new assignment will be identified by the instructor and discussed with the program coordinator.

Summary of Changes/Improvements Being Considered:

Very few changes are needed given the results. However, as a result of a newly approved gen ed, the RSTM 104 assignment will be changed to align with both the 1c standard and the general education learning outcomes.

Inter-rater Reliability:

The program uses clear tabular rubrics for all classes. The faculty also discuss the rubrics, and the coordinator reviews all rubrics for consistency. We also include the learning outcomes in all syllabi of the courses in our COAPRT curriculum assessment plan.

Closing the Loop:

We have improved our COAPRT national accreditation learning outcomes and metrics over several years and the result is that our students are very clear about what is expected.

B.S. Dance Student Learning Assessment Report

Assessment Report Contact: Belle Baggs, Melanie Meenan

Program Changes in Past Year:

DAN 360 (Creative Movement for Children) changed from 1 to an optional 1-2 credits with dance majors and minors required to take 2 credits for additional practicum; Dance Minor credit load changed to reflect the DAN 360 change; dropping from 128 credits to 120 credits for Dance Major to align with SBOE standards; DAN 101 (Dance Seminar) now repeated twice (2 credits) in support of entering DAN 490 (Senior Project); DAN 490 is now UI Senior Experience course and MVSC 486 has been dropped as a required course

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

National Dance Education Organization (NDEO)—Standards for Learning & Teaching Dance in Arts/ Professional Teaching Standards for Dance Arts

Import Outcomes Data (from Anthology Outcomes):

Summary of Student Learning:

Students showed progress and met all standards in all learning outcomes despite many challenges related to Covid-19. LO #2 (Interdisciplinary Skills) & LO #4 (Healthy Practice) were the strongest outcomes. LO #5 (Pedagogical Skills) was the weakest.

Direct measures such as signature projects and assignments were used with rubrics to provide a clear understanding of student progress.

We looked at all final grades for indirect measures which gives longitudinal and summative data. Senior surveys were used as indirect measures to assess overall knowledge related to all program learning outcomes. Specific information was entered in Spring 2020 for senior surveys.

Summary of Faculty Discussion:

The strongest LO was #4 (Healthy Practice) and the weakest outcome was #5 (Pedagogical Content). As a B.S. degree in dance the program coordinators will continue to focus on building student knowledge in learning outcome #1 as this is a signature feature of our program. DAN 101 (Dance Seminar) curriculum changes will now integrate healthy practice research projects to support their DAN 490 senior project.

Faculty have reflected on LO #1 (Choreographic Skills) which includes assessment of performance. Faculty have been developing a clearer rubric to help strengthen students understandings of standards and to support faculty assessment.

Faculty noted that students are progressing and exceeding in benchmarks in physical practice to achieve competencies in their technical and artistic development within ballet and contemporary modern research methods (LO#7). Application and knowledge of some specific technical and artistic concepts could be clarified.

One surprising outcome from LO#6 is that students that completed the indirect measure (senior survey) ranked their knowledge in "Raw Materials/Elements of Dance" low. Faculty have increased their focus on communication and varies vocabulary paradigms in multiple courses across the curriculum.

Faculty have already implemented curricular changes that will support student knowledge and engagement in dance pedagogy (LO#5). Faculty reflected that students were deficient in the application component of this outcome. The shift to the optional 1-2 credits in DAN 360 (Creative Movement for Children) will give dance majors additional practicum experiences to enhance the application of their knowledge. DAN 321 (Dance Pedagogy) will also be prioritizing practical experiences and focus on preparing students for quality teaching engagements.

Summary of Changes/Improvements Being Considered:

Full-time faculty teaching in the main curriculum will be reviewing both the direct and indirect assessment measures for each course and analyzing the rubrics in order to attain quality feedback. Program coordinators would like to work more closely with assessment experts on campus to map our assessment plan across the curriculum more effectively.

Inter-rater Reliability:

The UI-Dance Program has developed a student and faculty handbooks that provide all instructors with clear standards for evaluation. This established criteria supports inter-rate reliability. The program coordinators will continue to edit and evaluate the rubrics to support the standards and expectations of excellence.

Closing the Loop:

UI-Dance program coordinators are motivated to use assessment data to improve and enhance the B.S. Dance curriculum. The evidence of our efforts can be seen in the many curricular changes over the last few years that have supported student knowledge and growth. For example, LO #1 (Choreographic Skills) has been historically a weaker area for our students. Due to the adjustment of credits and content we've seen an increase in our students meeting and exceeding industry standards.

Previously, program coordinators have appreciated our collaborative process of meeting and assessing the curriculum both broadly and specifically to grow and strengthen our curriculum and student success. The new and current University assessment process has lacked clarity on how to complete assessment data, which has made assessment feel less meaningful and more challenging.

D.A.T Student Learning Assessment Report

Assessment Report Contact: Alan Nasypany

Program Changes in Past Year:

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: CAATE

Import Outcomes Data (from Anthology Outcomes):

Summary of Student Learning:

Summary of Faculty Discussion:

Summary of Changes/Improvements Being Considered:

Inter-rater Reliability:

Closing the Loop:

M.S.A.T Student Learning Assessment Report

Assessment Report Contact: Matthew Smitley

Program Changes in Past Year:

AT 504 was introduced as a special topics course to fulfill new accreditation requirements. This course has been taught in two cycles, will be done again in SU22 and then proposed to be integrated as a normal course for SU23. The MSAT Faculty also explored a co-teaching structure to determine if the areas of each faculty member's "contemporary expertise" could be leveraged.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: CAATE

Import Outcomes Data (from Anthology Outcomes):

Unable to select an outcome via the "+Outcome" button. We evaluated outcomes 3 and 9 this year.

Summary of Student Learning:

MSAT OUTCOME #3 -*Students convert didactic knowledge into clinical skills and appropriate clinical decision-making abilities.*

Assessment:National Board of Certification Exam

National Board of Certification Exam to become s a Certified, Athletic Trainer — The Board of Certification, Inc. (BOC) was incorporated in 1989 as a not-for-profit credentialing agency to provide a certification program for the entry-level athletic training profession. The BOC establishes both the standards for the practice of athletic training and the continuing education requirements for BOC Certified Athletic Trainers (ATs). The BOC also works with state regulatory agencies to provide credential information, professional conduct guidelines and regulatory standards on certification issues.

Analysis: Board of Certification (BOC) EXAM

2021 cohort completed Board of Certification (BOC) Examination and the aggregate mean results by professional domain are listed below:

1. Injury/Illness Prevention and Wellness Protection – 73.73% (± 10.4)
 2. Clinical Evaluation and Diagnosis – 79.31% (± 8.93)
 3. Immediate and Emergency Care – 79.92% (± 8.62)
 4. Treatment and Rehabilitation – 78.04% (± 7.05)
 5. Organizational and Professional Health and Well-Being - 82.12% (± 8.04)
- Total Weighted Average Score: 78.62% (± 3.11)**

2021 UofI MSAT 'First-time' Pass rate - **96%**

2020 completed National Board of Certification (BOC) Examination and the aggregate mean results by professional domain are listed below:

1. Injury/Illness Prevention and Wellness Protection – 77.26%
 2. Clinical Evaluation and Diagnosis – 72.09%
 3. Immediate and Emergency Care – 82.59%
 4. Treatment and Rehabilitation – 72.03
 5. Organizational and Professional Health and Well-Being - 81.12%
- Total Weighted Average Score: 77.02%**

2020 National 'First-time' Pass rate - **62%**

MSAT OUTCOME #9 - *Students collect and incorporate outcomes measures to evaluate and improve clinical practice.*

Assessment: Outcome Measure Journals

- All students will complete four journals that incorporate assigned readings and patient care outcome instruments. Please see the course outline for specific journal assignment topics/dates and E-Value for materials you will need for each journal topic. Students are expected to utilize the outcome instrument in their patient care for several weeks prior to writing and submitting their journal. Journals should contain a short analysis of the instrument (e.g., validity, reliability, item review, etc.), a summary of how you utilized it in your patient care, what you learned, feedback from patients about the instrument, etc. You should also discuss how this outcome measure compares to other scales you have used and/or how using a mixture of scales (e.g., NRS, PSFS, and LEFS) might provide you with a more effective means to evaluate your practice. Journals should conclude with an explanation of what you learned (2-5 items) and how it fits into your development as an athletic trainer and clinician. Please check assignment outline and rubric on E-Value for specific expectations and format. This assignment MUST be submitted to E-Value before the due date and the submission MUST be as a PDF.
 - Journal Outcome topics:
 - Foot & Ankle Ability Measure (FAAM)
 - Hip Dysfunction & Osteoarthritis Outcome Score (HOOS)
 - Kujala Scale
 - Lower Extremity Functional Scale (LEFS)
 - Oswestry Low Back Pain Disability Questionnaire
 - Foot and Ankle Disability Index (FADI)
 - Lysholm Knee Scoring Scale
 - Sports Athlete Foot & Ankle Score

Analysis: Outcome Measure Journal #4

Over the course of any semester in our program students will complete 4 to 5 Outcome Measure Journals. At the end of the students first year (Second semester/Spring 2021) they had a mean average of 85% (8.5/10pts) on Outcome Measure #4. Which is an improvement from their initial Outcome Measure Journal (#1). The mean score of Outcome Measure Journal #1 was 72.5% (7.25/10pts).

Summary of Faculty Discussion:

Overall, University of Idaho's master's in athletic training (MSAT) program is well above the national percentage of 'First-time' pass rate for the Board of Certification EXAM compared to 2020 - 96% (2021) vs. 62% (2020). Unfortunately, the 2021 National BOC data is not available until April/May 2022. There are professional mean domain specific data that the MSAT program is looking to continue our assessments compared to previous year - Domain ONE (UofI - 73.73% VS. NAT'L 77.26%) and DOMAIN THREE (UofI - 79.92% Vs. Nat'l - 82.59%). We anticipate our 2021 BOC Exam data to show that we have improved in Domains ONE and THREE; improved above the 2020 National domain percentages.

The first year MSAT program students are learning to adapted Patient-related Outcome (PRO) Measures (mean - 8.5/10pts) in their clinical practice compared to the start of their semester (mean - 7.25/10pts). Our offering of PROs with-in the MSAT program develops over six semesters. With this information we show that our students are using and understanding the use of PROs in the clinical growth and development.

Summary of Changes/Improvements Being Considered:

Inter-rater Reliability:

Closing the Loop:

M.S. MLS Student Learning Assessment Report

Assessment Report Contact: Dave Paul

Program Changes in Past Year:

New faculty member in Sport Management was hired to support the RSTM program.

Learning Outcomes are Communicated to All Students in Program (check box if true):

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment:

Import Outcomes Data (from Anthology Outcomes):

Summary of Student Learning:

No data are available to connect with learning outcomes.

Summary of Faculty Discussion:

Faculty are interested in offering more courses to accommodate non-traditional students, such as asynchronous and later in the afternoon classes.

Summary of Changes/Improvements Being Considered:

Asynchronous and other class formats will be pursued in Spring.

Inter-rater Reliability:

Not done.

Closing the Loop:

This is a new process, so there is no reflection.

M.Ed. Physical Education Student Learning Assessment Report

Assessment Report Contact: Catherine Egan Loiacono

Program Changes in Past Year:

There have been no changes to the program in the last year.

Learning Outcomes are Communicated to All Students in Program (check box if true): true

Learning Outcomes are Communicated to All Faculty (check box if true): true

Optional: Framework Alignment: Society for Health And Physical Educators (SHAPE) America

Import Outcomes Data (from Anthology Outcomes):

Outcomes below

Summary of Student Learning:

All students met or exceeded expectations when it comes to understanding curriculum (goal 2). Students examined their own value orientations, personal teaching philosophies, and took this knowledge and applied it to the various curricular models in physical education. From there, they developed a developed a program that was rooted in physical activity promotion and culturally responsive teaching and an assessment to measure the programs outcomes.

All students exceeded expectations with scholarship as students submitted a scholarly publication to a national journal, which has since been accepted for publication.

Summary of Faculty Discussion:

Student progress in the MED program is strong. Students are meeting or exceeding program goals. Our students are improving their practice (teaching) and learning how to disseminate research that can help other teachers improve their practice. Our goal as faculty will be to maintain the high caliber performance and challenge students to take their learning to new levels.

Summary of Changes/Improvements Being Considered:

We measured two of 5 learning goals. We will measure the other 3 learning goals in the Fall.

Inter-rater Reliability:

As a faculty, we have developed strong, descriptive rubrics that clearly delimitate between levels of performance. By doing so, we have increased our inter-rater reliability. Furthermore, at the completion of the MED, we have students assess their own learning using the same rubric and by writing a reflection. Finally, outcomes are measured multiple times so there is more than one data source to gage student learning.

Closing the Loop:

Using student feedback (via reflections, assessment of own learning) as well as our own results from assessment we meet and discuss areas of growth, concern, etc. We use the data to alter course assignments, adjust materials, etc. We are continuously looking for ways to improve student learning and experiences, and we use data to drive our decisions.

Student Achievement

New Student Achievement Item

Student Retention:

Over 90% of students continued from Fall 2020 to Spring 2021. 97% of students satisfied or very satisfied with department. Over 80% considered MVSC as having excellent teaching performance.

4yr trends indicate consistent enrollments for undergraduate (320-339) and masters (76-79).

Student Persistence:

92.5% persistence rate for UG and 100% for MS

Student Completion:

4 yr data trends indicate consistent numbers of degrees awarded for undergraduate (60-64) and masters (30-43).

Student Postgraduate Success:

In ESHS, we have a 100% pass rate for teacher certification exams (Praxis) in both Health and Physical Education. Over the past 5 years, we have had 100% job placement within a semester of graduation for those wishing to go into teaching. We have students teaching in Idaho, Washington, Colorado, California, and Montana. Furthermore, we requests for our graduates and often do not have enough of our graduates to fill open positions. Furthermore, we have student teachers who have been hired during student teaching to be a full time teacher because they are well prepared and excelling as student teachers.

Identify Equity Gaps:

Slightly higher GPA for women vs. men. First generation student GPA lower than not.

Effective Learning Environment and Closing Equity Gaps:

The College of Education, Health and Human Sciences works towards excellence in innovative and scholarly engagement that cultivates justice, equity, diversity, and inclusion in our practice. We plan to increase online and hybrid courses for non-traditional students.

Demand and Productivity

New Demand and Productivity Item

External Demand:

Department enrollment highest since 2016.

Internal Demand:

High demand for courses based on credit hour production of 10,258 for 2019-20. PEP 100 enrolled 123 students in Fall 2021.

Credit Productivity:

Credit hour production of 10,258 for 2019-20

Financial Health and Resources

Financial Health and Resources Item

Financial Health:

MVSC has been performing at a high-level despite recent budgetary constraints. Budgets being used conservatively and we are being good stewards of department resources.

Efficient Use of Resources:

MVSC prioritizes limiting course fees for students. Excellent field-based experiences with modest course fees.

Purchases that build enrollment and quality programs are prioritized by MVSC.

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