**COURSE ASSESSMENT IN A BOX**

**REPORTING FORM FOR COURSE SLO ASSESSMENT PROJECTS**

*Please submit this document to your Dean when completed.*

Revised August 2013

Assessment Date: 04 Nov 2013

Faculty Name(s): Mike Curran

1. **Course Name and Number:**

   Introduction to Kinesiology – KIN 240

2. **All Course SLOs from the Course Outline of Record:**

   1. Identify compartments of life experiences in which physical activity plays an important part.
   2. Identify the breadth of kinesiology as a discipline and its related fields.
   3. Demonstrate an understanding of the meaning of personal choice, responsibility and professional commitment in education and career preparation and how personal values relate to career choice.

3. **Specific Course SLO(s) assessed as part of this project:**

   SLO #2 – Identify the breadth of kinesiology as a discipline and its related fields.

4. **Assessment strategy or tool used in the assessment.** (Describe below, and *if applicable copy/paste any additional related documents at end of this form* – i.e. Rubric, score sheet, etc.)

   To assess this SLO, I included an essay question as part of my mid-term examination (the mid-term covered chapters 1-11). The mid-term included 50 multiple choice questions and one essay question at the end which asked students to address SLO #2. The essay question was worded very closely to the wording of the SLO:

   Identify the breadth of kinesiology as a discipline and discuss at least three of its related fields. To answer this question comprehensively, you’ll probably need at least a page to adequately identify, describe, and answer the question in its entirety. In order to assess students’ knowledge, I attempted to make my rubric precise. Students were graded on a 0-6 scoring table, with a 6 being the highest possible score. I took the question and broke it into two separate components. (I) Identify the breadth of kinesiology as a discipline and (II) Discuss at least three of its fields. I then graded EACH COMPONENT as its OWN QUESTION on a 0-3 grading scale. Thus, if the student answered the first component (I) perfectly, then he/she received a “3”. If the student answered the second component (II) perfectly, then he/she received another “3”. The total score would then be a 6 for a perfect score. See rubric on next page.

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NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

5. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above):

See #4 above.

6. Results and analysis of the data. (Explain below and if applicable copy/paste any related documents, i.e. spreadsheets with data at the end of this document):

Students performed admirably on the SLO question. A total of 40 students took the mid-term examination a few weeks back. The rubric results were as follows:

- 6 – 7 students
- 5 – 10 students
- 4 – 12 students
- 3 – 5 students
- 2 – 6 students
- 1 – 0 students
- 0 – 0 students

Overall, 30 of 40 students performed GOOD (4,5,6) and 17 of 40 performed VERY GOOD (5,6). Thus, just under 75% of students in the class had a firm grasp of what we were asking them to address. The data shows that students were able to comprehend the question and provide adequate knowledge related to both components of the question. In short, most were able to identify the depth and breadth of kinesiology as a discipline and they were able to discuss at least three of its related fields.

7. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

At this point, no dialogue has taken place, but I will be discussing with other faculty members at a later date. See #8 for the basis of my discussions.

8. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):

My biggest concern is HOW the question is worded. I think it is TOO BROAD. Although I know it’s meant to measure the depth and breadth of the student’s knowledge regarding the said question, the sheer volume of information or the angles that can be taken to attack the question are just too broad. This is why I had 17 students score either a 3 or 4. I think they just didn’t know where to begin. They seemed to be overwhelmed because the question, unlike most questions that we have grown up with in our earlier years (i.e. K-12), required broad amounts of information (as opposed to a simple answer to a more pointed question).
Some students listed the units of the text as the 3 different related fields. They said the fields included physical activity experiences, professional practice in kinesiology, and scholarly study in kinesiology. What we are looking for is NOT the different units explored, we are looking for the related fields to kinesiology (i.e. we are looking for its sub-disciplines!).

What I plan to do, however, is just do a better job of TEACHING the concept that some of them missed – that kinesiology has several related fields (sub-disciplines) that fall under the umbrella of kinesiology. I need to find creative ways (I think I’ll give a “practice” essay on the topic next time and attempt to measure students’ understanding of the topic). In short, if I have 11 students that scored a 2 or 3, I CAN’T take the easy way out and say, “Well, they must not have studied.” Instead, I need to take a look at MY teaching methods. Next time I assess SLO #2, I want to evaluate how I can BETTER teach the information to students so that it makes BETTER sense to them.

Overall, I was pleased that 17/40 students scored a 5 or 6 (and 29 scored a 4, 5, or 6), but it also means that 11 were “left behind.” My job now is to find ways to get ALL of the students on board.

9. Results of implemented changes, if available at this time:

At this point, no changes have occurred since this is the first time I’m teaching the course. The next time I assess SLO #2 in Kinesiology 240, I will have an opportunity to implement the changes I discussed in #8.