Assessment Date: 05 Nov 2013

Faculty Name(s): Mike Curran

1. Course Name and Number:

Fitness for Life – KIN 251

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

1. Identify methods of assessment for levels of personal fitness in the following areas: body composition, cardiovascular fitness, muscular strength, muscular endurance, flexibility and nutrition.
2. Compare and contrast fitness and wellness concepts based upon individual goals.
3. Learn techniques for establishing good health and fitness habits and modifying unhealthy habits.
4. Analyze nutritional behavior habits with an orientation towards modification for wellness.
5. Identify techniques for coping with and managing stress.

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

SLO #5 – Identify the techniques for coping with and managing stress

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, test questions, essay assignment, etc.):

To assess this SLO, I included an essay question as part of my mid-term examination (the mid-term covered chapters 1-9). The mid-term included 50 multiple choice questions and one essay question at the end which asked students to address SLO #5. Their question read the following way:

Identify and describe at least five techniques for coping with and managing stress.

In order to assess students’ knowledge, I attempted to make my rubric precise. Students were graded on a 1-5 scoring table, with a 5 being the highest possible score.

5 – Student clearly identifies and adequately describes five coping/managing skills in relation to stress.
4 – Student clearly identifies and adequately describes four coping/managing skills in relation to stress.
3 – Student clearly identifies and adequately describes three coping/managing skills in relation to stress.
2 – Student clearly identifies and adequately describes two coping/managing skills in relation to stress.
1 – Student clearly identifies and adequately describes one coping/managing skill in relation to stress.

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):

Please 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):

My goal was to have a 70 percent of my students score at least a 4 or 5, which would equal a score total of 80% (4/5) or 100% (5/5). I have 31 students who took the test and 23 of them scored a 4 or higher. Thus, my goal of having 70 percent of my students score a 4 or 5 was exceeded – 23/31 = 74%.

Of the remaining students who scored below my desired threshold, the breakdown was here:
3/5 = 4 students
2/5 = 3 students
1/5 = 1 student

The easy way out is to say, “Well, it’s inevitable that some students are just going to score poorly.” However, this is NOT an attitude I would allow myself to have on the baseball field (“Well, it’s inevitable that some of my players won’t know our signs”), so I can’t allow myself to have this attitude in the classroom. My question to look at is the following: “How can I make the topic of stress and stress management SO MEANINGFUL to EACH person in the class that EACH person will be able to score a 4 or 5 on the rubric?”

I am especially pleased that 23/31 students showed knowledge of the material. Also, I am pleased that students performed well on this question because stress is a common problem that nearly EVERYONE deals with. Students need to have a definitive action plan on how to combat and cope with stress. As students get older, life becomes more challenging (marriage, kids, paying bills, mortgage, etc.), which means more stress.

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.):

None yet. But when I meet with other faculty members in the department I will be able to share the results here and discuss.

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

Planned revision is to find answers to the following: “Why did I have 8 or 31 students who didn’t score at least a 4 or 5? Was it my teaching? Did I not engage them enough? Did I not make the topic personal enough for them? Were my students absent the days that I talked about stress? If they were, how can I get them ‘up to speed’ next time I give this SLO?”

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

N/A

Please save your finished document in the following format:

`yyyysemester-sloa-courseid.doc`

example: 2012fall-sloa-engl101c.doc