Assessment Data is from what semester? Fall 2014
Faculty Name(s): Mike Curran

1. Course Name and Number:
KIN 251 – Fitness for Life

2. List 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 and strategize methods for improved health habits based upon individual goals.
3. Evaluate personal health and fitness habits and develop a plan to modify unhealthy habits.
4. Identify techniques for coping with and managing stress.

3. Specific Course SLO(s) assessed as part of this project:
4. Identify techniques for coping with and managing stress.

4. Is this course on GE Plan A? x Yes ___ No (See Catalog pages 49-51 & page 55)
If Yes, identify what area. (All GE course assessments count as GE assessments.)
____ Area I Natural Sciences
____ Area II Social and Behavioral Sciences
____ Area III Fine Arts/Humanities
____ Area IV Language and Rationality
x Area V Physical Education/Wellness
____ Area VI Intercultural/International Studies
____ Area VII Information Competency

5. How did you assess the SLO(s)? (Attach any related documents at end of form.)
Students were asked to present their analysis by answering a series of questions regarding stress. A series of 7 questions were asked of students and they were required to answer them via multiple choice. Four to five answers were asked for each question – I wanted to make sure students were not choosing the right answer through a lucky guess.

6. Results and analysis of the data. (Attach any related documents at end of form.)
A total of 31 students were assessed. Here were the final scores:
7/7 = 11
6/7 = 12
5/7 = 4
4/7 = 4
I was fairly pleased with the results. Usually, I offer a tough critique on myself in this box about how I need to re-teach, re-visit, or reconsider how I taught a concept or lesson. However, with 22 of 31 students scoring, I felt good about how things went. With that being said, isn’t our goal to have ALL of our students succeed? So while I am happy about 22/31 students scoring well, I’d like to find out if there’s a way I could get 31/31 students to score well. This may be an impossibility, as there are many factors that, no matter what a teacher does, could work against them (not paying attention in class, personal problems, etc.).