Assessment Data is from what semester?  
Fall 2014

Faculty Name(s):  
Jeff Roberts

1. Course Name and Number:
KIN 257 – Prevention and Care of Athletic Injuries

2. List all Course SLOs from the Course Outline of Record:

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<tbody>
<tr>
<td>1.</td>
<td>Discuss the basic principles of athletic training, including the prevention, care, management and rehabilitation of injuries.</td>
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<tr>
<td>2.</td>
<td>Demonstrate the proper first aid techniques and emergency care procedures associated with management of an acute injury.</td>
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<tr>
<td>3.</td>
<td>Perform skills related to injury evaluation and management techniques including palpation of primary anatomic landmarks, assessment of ranges of motion and physical examination components.</td>
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<tr>
<td>4.</td>
<td>Perform the fundamental skills used for taping, wrapping and other basic techniques associated with prevention and management of injuries.</td>
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3. Specific Course SLO(s) assessed as part of this project:

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4. Is this course on GE Plan A?  
   
   □ 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
   □ 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.)

   SLOs 3 and 4 were assessed, in part, via Laboratory Practical Examinations within the laboratory section of KIN 257. There were two separate Laboratory Practical Examinations during the 2014 fall semester. Laboratory Practical Exam 1 evaluated palpation of primary anatomic landmarks of the lower extremity as well as lower extremity taping and wrapping procedures. Laboratory Practical Exam 2 evaluated palpation of primary anatomic landmarks of the upper extremity as well as upper extremity taping and wrapping procedures.

6. Results and analysis of the data. (Attach any related documents at end of form.)
Each Laboratory Practical Examination had two separate graded items – palpation and taping/wrapping – worth 25 points each. For the 27 students who were assessed on Laboratory Practical Examination 1 – Palpation, the range of scores was 3 to 25 and the average score was $13.7/25 = 55\%$. For the 27 students who were assessed on Laboratory Practical Examination 1 – Taping and Wrapping, the range of scores was 12 to 25 and the average score was $21.1/25 = 84\%$. For the 27 students who were assessed on Laboratory Practical Examination 2 – Palpation, the range of scores was 9 to 25 and the average score was $19.1/25 = 76\%$. For the 27 students who were assessed on Laboratory Practical Examination 2 – Taping and Wrapping, the range of scores was 16 to 25 and the average score was $22.3/25 = 89\%$.

7. What are you going to do based on the results of the data? (Any planned revisions?)

Prior to the 2013 fall semester, each Laboratory Practical Examination was graded as a 50-point assignment with no ability to identify student performance on one component of the examination versus the other. That circumstance led to the development of separate graded items worth 25 points each for the Palpation and Taping and Wrapping components of each Laboratory Practical Examination. Thus, the format of the examination was not changed, but the format of the grading was altered in an effort to identify and differentiate student performance on one component of the examination compared to the other. Generally, students do well on the Taping and Wrapping components for each Laboratory Practical Examination, as evidenced via the data from the 2014 fall semester. Generally, students perform poorly on the Palpation component of Laboratory Practical Examination 1 and then dramatically improve on the Palpation component of Laboratory Practical Examination 2. This also was evidenced via the data from the 2014 fall semester. It is likely that at least a component of the poor performance on the Palpation component of Laboratory Practical Examination 1 is secondary to the practical format of the examination that is new and/or foreign to many students who may not grasp how to effectively prepare for that format. It is likely that subsequent improved performance on the Palpation component of Laboratory Practical Examination 2 is associated with greater comfort and familiarity with the examination format and the preparation required to enhance the likelihood of success in that format. I plan to introduce ‘practice’ practical laboratory examination opportunities into laboratory sections for the KIN 257 course in future semesters in an effort to promote greater comfort and familiarity with the examination format in the hopes that it will enhance student performance.

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

yyyysemester-sloa-courseid.doc
Example: 2014fall-sloa-engl101c.doc