Assessment Date: 6 May 2014

Faculty Name(s): Mike Curran

1. Course Name and Number:

KIN 240 – Intro to Kinesiology

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:

1. Identify compartments of life experiences in which physical activity plays an important part.

4. Will this SLO assessment count toward GE Plan A?  __Yes  X No

If Yes, identify what area:

___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

Identify GE SLO(s) assessed as part of this project (see Catalog, pages 49-51):

N/A

5. 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 had an in-class assignment where I asked students to clearly exhibit their knowledge and understanding of the following prompt: Identify compartments of life experiences in which physical activity plays an important role; in other words, describe/discuss/explain all the areas of life where physical activity is present and plays an important role. Students were graded on a 1-10 scale. The rubric followed this format:

7 – lists ALL compartments of PA
5 – lists NEARLY ALL compartments of PA
3 – lists only three compartments of PA
2 – lists only two compartments of PA
1 – lists only one compartment of PA

AND

These two sections are added together for a combined score:

9-10  A
8  B
7  C
6  D
1-5  F

3 – exhibits full and complete knowledge of each compartment
2 – exhibits full and complete knowledge of some and basic/rudimentary knowledge of one or more others
1 – exhibits basic / rudimentary knowledge of all

**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.

6. **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 #5 above):

| N/A – See #5 |

7. **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 going into any SLO is to have a 70 percent passing ratio. Conceivably, this means that 7 of 10 students understood, processed and ideally, LEARNED the material. You can see from above (question #5) that I had a “two-pronged” scoring system. The first part scored students on the number of compartments they were able to list and the second part scored their analysis/understanding of the compartments. For me, it wasn’t enough if they simply knew that “self-sufficiency” was an area of their life where physical activity played an important role. It was important to me that they were able to tell me a little bit about self-sufficiency; hence, the second half of the rubric.

A total of 31 students took the assessment on the assigned date. A total of 24 students (of the 31) received a passing score of 70 percent or higher (hence, a score of 7, 8, 9, or 10 points out of 10). Thus, 77 percent (24/31) of students achieved the benchmark.

The data therefore shows that 7 students were unable to achieve the benchmarked score of a 7/10 or greater. The scores for these 7 students were:

- 6/10
- 6/10
- 5/10
- 5/10
- 5/10
- 4/10
- 3/10

The fact that 77% of students received a score of 7/10 or higher was gratifying; it showed that a large majority of the of the class was able to list all or nearly all of the compartments and describe them satisfactorily.

8. **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.):

No results were shared at a faculty meeting, but I’m sure they will at our next GIDD. It’s important for (1) us to have collaboration and/or (2) me to be analyzing my data as semester’s pass by.

9. **Next steps** (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):
I’d like to spend a bit more time with students, in future classes, really opening up the KIN 240 class with this, instead of waiting until later in the semester. I think this SLO really sets the tone for KIN 240 – it shows that kinesiology focuses not just on sports, in general; rather, kinesiology is the study of human movement and ANYTHING dealing with human movement (i.e. physical activity) falls under the realm of kinesiology. This is a helpful way to open the class and introduce students to the fact that they are not just in “sports class;” rather, they are in a class that will analyze all the different areas of life where physical activity plays an important role.

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

I will be able to answer this the next semester that I assess this SLO.

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: 2014spring-sloa-engl101c.doc