



PROGRAM REVIEW – CURRICULUM REVIEW
2015-16

Kinesiology

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
KIN G100	KIN 100	Introduction to Kinesiology	S2013
KIN G101	KIN 101	First Aid and CPR	F2012

Dual Listed Courses

Course Name	Dual Listed
N/A	

List of Active Courses offered or not offered in the last 3 years

Course Name	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
KIN G100		X	X	X	X	X	X	X	X
KIN G101		X	X		X	X		X	X
KIN G110									
KIN G281		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Kinesiology

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
KIN G100	5	4	↔
KIN G101	7	3	↔
KIN G110	1	0	↓
KIN G281	6	1	↔

↑ Fully assessed
↔ Partially assessed
↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
KIN G100	cSLO 2	Explore and describe the historical, ethical and philosophical foundation of the development of Kinesiology as a profession and an academic discipline.
KIN G101	cSLO 2	Apply your understanding of the physiological differences of an adult, child, and infant to provide the most effective course of first aid treatment.
KIN G101	cSLO 3	Successfully perform rescue breathing for adult, child and infant.
KIN G101	cSLO 5	Modify his or her CPR skills according to the victim's ages (adult, child, and or infant) and when to use an AED.
KIN G101	cSLO 7	Assess the difference between normal behavior or consciousness and that which can occur as a result of intoxication from alcohol and drugs or from injury such as head injuries, stroke, diabetic complications, etc.
KIN G110	cSLO 1	<ol style="list-style-type: none"> 1. Incorporate the skills of goal setting, self-assessment, time management, and effective communication into daily living strategies. 2. Apply the basic mental skills (relaxation/activation, imagery, and cognitive restricting techniques) to performance situations. 3. Provide "home practice" programs to enhance the learning of the basic mental skills. 4. Provide measurement strategies to monitor the learning and application of mental skill strategies. 5. Develop a personal plan of action to integrate the mental skills to enhance performance both on and off the field.
KIN G281	cSLO 1	Describe the evolution of the athletic training profession from the early years as a water boy to its current status as a health care professional.
KIN G281	cSLO 2	Express themselves using proper medical vocabulary and terminology.
KIN G281	cSLO 4	Demonstrate the ability to apply bandaging, taping and stretching techniques to the upper and lower extremities.
KIN G281	cSLO 5	Differentiate between the differing signs, symptoms and mechanisms for various athletic injuries
KIN G281	cSLO 6	Identify and assess physiological, anatomical, sociological and psychological factors that are integral in the rehabilitation of athletic injuries.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
KIN G100	cSLO 1	2014 - 2015 (Spring 2015)	Further discussion was held in class once the assignment was completed online. All of the students were able to discuss the importance of physical activity, and had many interesting points and counter-points to bring up during the discussion. In the future, I may turn this into an in-class assignment instead of an online discussion board since so many students did not log on and fully complete the assignment.
KIN G100	cSLO 1	2013 - 2014 (Spring 2014)	Next semester I plan on offering YouTube videos to further enhance the ancillary materials and give the students another learning tool to increase their understanding. I believe it is quite possible to continue to raise this percentage.
KIN G100	cSLO 3	2014 - 2015 (Spring 2015)	I feel I need to give better early feedback to the expectations and quality of their submissions.
KIN G100	cSLO 4	2014 - 2015 (Fall 2014)	I believe this is a fair and well received assessment of this learning outcome. The students are appreciative of the application of the assignments as well as any feedback they receive from me.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
			Encouraging 100% assignment completion is a task for the future – possibly valuing this assignment as a higher percentage of one’s grade will encourage more students to complete the assignment.
KIN G100	cSLO 5	2014 - 2015 (Fall 2014)	In the future I do not believe I will assess the professional resume.
KIN G100	cSLO 5	2014 - 2015 (Spring 2015)	These results demonstrate adequate understanding of the SLO. There are areas that I believe I can improve upon for future assessments, such as moving assignment deadlines earlier in the semester and discussing them more frequently in class. I believe these changes would help students have a better understanding of the SLO (by offering ample time to complete assignments during times of potentially lowered stress).
KIN G100	cSLO 5	2014 - 2015 (Fall 2014)	These results demonstrate adequate understanding of the SLO. There are areas that I believe I can improve upon for future assessments, such as moving assignment deadlines earlier in the semester and reordering exam questions. I believe these changes would help students both have a better understanding of the SLO (by offering ample time to complete assignments during times of potentially lowered stress) and allow students to fully demonstrate their knowledge regarding this SLO (by having ample time on the short answer).
KIN G101	cSLO 1	2013 - 2014 (Spring 2014)	None. However, some of the components of this class have become a bigger challenge the last few years as our equipment has begun to break down and become outdated. With the opportunity to order some new manikins with the new supporting resources, I look forward to significantly improving the students learning experience.
KIN G101	cSLO 4	2013 - 2014 (Fall 2013)	No significant changes are necessary, however, since this is about a life threatening condition it is critical that attention to detail continues to be emphasized and required of the students. Some of the students can transition from the DVD presentation to practical application of the technique smoothly but a significant number of students seem to struggle with applying in real hands on settings what their eyes have seen and their ears have heard.
KIN G101	cSLO 4	2014 - 2015 (Spring 2015)	None
KIN G101	cSLO 6	2014 - 2015 (Fall 2014)	This class has specific skills that are required for the students to demonstrate in a practicum test environment and this SLO falls in one of those skill sets. They must also be able to identify the correct answer to questions on a written test that ask about various types of bleeding that can occur from an open wound. The bottom line is, they either know what they are doing and they receive their certification card or they don’t. No changes are planned.
KIN G281	cSLO 3	2014 - 2015 (Fall 2014)	I have dedicated more classroom instruction in teaching the landmarks, especially the soft tissue landmarks. I have added additional oral quizzes on the subject matter to help alleviate any anxiety that the students may have when they are tested on the subject matter.
KIN G281	cSLO 3	2014 - 2015 (Spring 2015)	I feel I may not have spent enough time quizzing the students utilizing skills demonstration prior to the exam and this may have led to the students assessing at less than optimal scores. I plan to increase the skills demonstrations in class to minimize the nervousness of the students.
KIN G281	cSLO 3	2013 - 2014 (Fall 2013)	I have dedicated more classroom time to teaching the landmarks and especially the soft tissue landmarks. I have also had more oral type quizzes on the subject matter so that their nervousness may be alleviated prior to the exam. I feel that the students were better able to perform an oral skills demonstration lab with the increase in practice and exam opportunities.
KIN G281	cSLO 3	2013 - 2014 (Spring 2014)	I have dedicated more classroom time to teaching the landmarks and especially the soft tissue landmarks. I have also had more oral type quizzes on the subject matter so that their nervousness may be alleviated prior to the exam. I feel that the students were better able to perform an oral skills demonstration lab with the increase in practice and exam opportunities.