

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

KINESIOLOGY

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
KIN G100	x	x	x	x
KIN G101	x	x	x	x
KIN G110	x	x		x
KIN G281	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
KIN G100	5	5 out of 5	Fully Assessed	↑ Spring 2019
KIN G101	7	3 out of 7	Partially Assessed	↔ Spring 2019
KIN G110	5	0 out of 5	No Assessment	↓ Spring 2019
KIN G281	6	1 out of 6	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
KIN G101	cSLO 1	Identify the need for emergency care and how to activate the EMS.
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 6	Distinguish the type of bleeding and formulate the correct plan of action to control severe bleeding and apply a pressure bandage.
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	Incorporate the skills of goal setting, self-assessment, time management, and effective communication into daily living strategies.
KIN G110	cSLO 2	Apply the basic mental skills (relaxation/activation, imagery, and cognitive restricting techniques) to performance situations.
KIN G110	cSLO 3	Provide “home practice” programs to enhance the learning of the basic mental skills.
KIN G110	cSLO 4	Provide measurement strategies to monitor the learning and application of mental skill strategies.

Course Name	cSLO Name	cSLO to Assessed
KIN G110	cSLO 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 3	Identify the major bony and soft tissue structures of the various joints in the human body.
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.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
KIN G100	cSLO 1	Fall 2015	The results indicate that 87% of the 39 students evaluated in the in-person class and 95% of the 21 students evaluated in the online class demonstrated competency on the activity and exam questions. For both classes, the students performed better on the activity than on the exam questions. These results indicate to me that hands-on, interactive assessment of concepts is more effective and should be used whenever applicable and as time/class size permits. Additionally, students in the online course performed considerably better than students in the in-person course on this SLO. Although both groups performed adequately, this indicates to me that the rigor of testing in the online environment can be improved.
KIN G100	cSLO 2	Fall 2015	All of the students responsible for preparing a debate on a specific topic who showed up to class on the night of the debate successfully completed the assignment. Illness and work related conflicts accounted for the remaining 6 students, however, these students were part of the preparation for the debate that was held in class. Thus, all of the students did explore and describe an ethical foundation of the development of Kinesiology.
KIN G100	cSLO 3	Spring 2017	5 students did not satisfactory complete the presentation, 3 students scored 85% satisfactory rate, 15 students scored 100% satisfactory on the presentation assignment. I believe that this is a good complete rate, however there is room for improvement in 100% class completion rate.
KIN G100	cSLO 3	Fall 2017	The students who actively participated passed the course. The results of the discussions, review questions, quizzes, and short essay showed evidence of student comprehension of the required material. The unsuccessful student was inactive, missed assignments, quizzes, required readings and did not contribute to the class discussions.
KIN G100	cSLO 4	Spring 2016	For the Spring 2016, 100% of students submitted the assignment and demonstrated a great deal of knowledge related to the assessed SLO. I believe that it was an acceptable percentage of students.
KIN G100	cSLO 5	Spring 2016	For the spring 2016, 69% of the students successfully completed and turned in the assignment of completing a professional resume and cover letter. 31% of the students did not turn in any assignment to be graded. Those that did complete the assignment did a satisfactory work which I was pleased to see. However, the low rate of students who did not complete the assignment is not satisfactory to me. I think that this may be because those students also stopped attending class.
KIN G100	cSLO 5	Spring 2017	39 of the students demonstrated competency developing a professional resume.
KIN G101	cSLO 3	Fall 2015	Although all 44 students passed both methods of assessment not all of the students did so equally well. Ventilating a manikin is not exactly like ventilating a human. There are basic skills and techniques that need to be mastered which all 44 students did. This

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			does not account for the differences in lung volume for the specific student rescuer and the corresponding challenges that comes with less lung volume. Most of the students easily filled the manikin's lungs with air; in fact some needed to dial their volume down a bit while other students struggled to accomplish the minimum. The good news is the human body cooperates much better and therefore is actually easier than the manikins.
KIN G101	cSLO 4	Fall 2016	49 out of 49 will have satisfactorily completed this assessment which is 100% of course. Some of the students needed extra time to master all three skill components but eventually all did.
KIN G101	cSLO 4	Spring 2017	All students were successful learning, understanding and performing this skill with the exception of one. That student was absent for an extended period of time during the time we covered this. The student was given an Inc. and I have made plans for the student to complete what was missed in the coming Fall semester.
KIN G101	cSLO 5	Spring 2016	As was the case with my two Hlth Ed 100 classes, my two CPR classes were smaller than usual. However, with this class, smaller is actually better because of all the practicum work with one another and with the manikins. Although there are always a couple students who struggle with absorbing all the details – they are willing to meet with me after hours and work on what is needed. I am always pleased with the work ethic of the F.A./CPR students. Maybe needing the certificate (card) for their employment is the main motivation for many, but whatever the reason they almost all come ready to full participate in whatever we are covering.
KIN G281	cSLO 2	Spring 2016	For the spring semester 95% of the students were able to complete and demonstrate an injury evaluation based on a scenario using medical terminology. During the semester I heavily emphasized the usage of medical terminology at all times during classroom discussion, question and answer sessions. I feel that this led to an excellent rate of success for my students in not using layman's terms.
KIN G281	cSLO 2	Spring 2017	During examination, through oral presentation, the student was assessed on how many times they referred back to layman terms instead of utilizing strict medical terms taught in class.
KIN G281	cSLO 2	Fall 2017	For the Fall semester 81% of the students were able to complete and demonstrate an injury evaluation based on a scenario using medical terminology. During the semester I heavily emphasize the usage of medical terminology at all times during classroom discussion, question and answer sessions. I feel that this led to an successful rate for my students in not using layman's terms.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
KIN G100	cSLO 1	Fall 2015	These results demonstrate strong understanding of the SLO evaluated. There are areas that I believe I can improve upon for future assessments, such as using more interactive activities to assess knowledge and creating more challenging questions for online classes, as they have access to materials during exams. I believe these changes would encourage a more hands-on, applicable, and creative environment that would challenge students to learn concepts in a dynamic setting. The exam changes would encourage online students to increase learning and retention of material.
KIN G100	cSLO 2	Fall 2015	Further discussion was held in class once the debates had concluded. All of the students were able to discuss the ethical issues at hand, and had many interesting points and counter-points to bring up during the discussion. In the future, I may turn this into a one-class assignment instead allowing prep time out of class to ensure that all students are able to fully participate.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
KIN G100	cSLO 3	Spring 2017	In the future, I will assign more specific subdiscipline topics for the students to complete their presentations.
KIN G100	cSLO 3	Fall 2017	I will continue to refine the course material, provide more updated video and use current events to help relate the course content to the students. I will also evaluate my grading scale.
KIN G100	cSLO 4	Spring 2016	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.
KIN G100	cSLO 5	Spring 2016	In the future, I will use another SLO to assess due to the low compliance with this resume/cover letter assignment.
KIN G100	cSLO 5	Spring 2017	In the future I will require a professional cover letter to accompany the professional resume. I will require a the students to search for a job of interest and complete an application package for their career choice.
KIN G101	cSLO 3	Fall 2015	The main change I am considering is to require all the students to purchase a pocket mask to use while ventilating. It would be a good idea with regard to disease transmission. Also, even though there is a little bit of a learning curve involved, once mastered they are actually much easier to use than the plastic shields we provide.
KIN G101	cSLO 4	Fall 2016	This class has specific skills that are required for the students to demonstrate in a practicum test environment and a written final. 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 regarding this material or situation. 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 G101	cSLO 4	Spring 2017	None
KIN G101	cSLO 5	Spring 2016	The one thing I am going to change for the coming semesters is to require all the students to purchase a pocket mask by a certain week in the semester. Other than that, there are not any significant changes that are needed.
KIN G281	cSLO 2	Spring 2016	I will continue to heavily enforce usage of medical terminology at all times during classroom teaching and discussion.
KIN G281	cSLO 2	Spring 2017	Throughout this semester I strictly enforced the use of medical terminology in all classroom discussions. It is my belief that this helped the students achieve better scores and i will continue to emphasize the use in all question and answer sessions and classroom discussions.
KIN G281	cSLO 2	Fall 2017	I will continue to heavily emphasize the use of medical terminology at all times once the students have entered the classroom. I will also introduce more discussion periods during my lectures.