

# Course or Program Assessment Summary

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[cs/Course and Program Assessment Summary F 2011.docx](#)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

**Division: Kinesiology, Health Sciences, Athletics**  
**AD – T Kinesiology**

**Program: A.S. /**

**Date: Fall 2013**

*v. 3 2012*

Courses in program, or course: KINE 201 – Introduction to Kinesiology (KINE 201) and KINA courses

*Faculty involved with the assessment and analysis:* **Allison Merzon**

Course-to-program outcome mapping document\*\* is completed Yes X No \_\_\_\_\_

1	<p>Student Learning Outcome Statements</p> <p><input checked="" type="checkbox"/> Program</p> <p><input type="checkbox"/> Course</p>	<ol style="list-style-type: none"> <li>1. Summarize the role of the kinesiology professional as a promoter of lifetime wellness and physical activity.</li> <li>2. Identify the scope of kinesiology as a discipline.</li> <li>3. Analyze the sub-disciplines identified within the kinesiology discipline including: exercise physiology, biomechanics, motor behavior, sport psychology, the sociology of sport, sport medicine, and sport management.</li> <li>4. Apply the basic principles of exercise physiology, functional anatomy, motor behavior, sport medicine, and biomechanics.</li> <li>5. Summarize the career opportunities found within the discipline of kinesiology including physical therapy, coaching, sport management, physical educator, sport medicine, and fitness/wellness profession.</li> </ol> <p>Note: These are revised Program SLOs modified after completion of APPW and CPAS cycles spring 2013.</p> <p><del>1. Apply general principles of physical education and fitness to various populations.</del></p> <p><del>2. Integrate a general knowledge of physical movement and functional anatomy to the application of basic correct body movements.</del></p> <p><del>3. Integrate concepts of fitness and health to exercise.</del></p> <p><del>4. Demonstrate a general knowledge of the profession of physical education and career opportunities.</del></p> <p><del>5. Evaluate personal level of health and fitness.</del></p> <p><del>6. Interpret basic fitness test results – cardiovascular, strength, endurance, body composition, flexibility.</del></p> <p><del>7. Comprehend the role of the physical educator as a promoter of lifetime wellness and physical activity.</del></p> <ol style="list-style-type: none"> <li>1. Apply general principles of physical education and fitness to various populations.</li> <li>2. Integrate a general knowledge of physical movement and functional anatomy to the application of basic correct body movements.</li> <li>3. Integrate concepts of fitness and health to exercise.</li> <li>4. Demonstrate a general knowledge of the profession of physical education and career opportunities.</li> <li>5. Evaluate personal level of health and fitness.</li> <li>6. Interpret basic fitness test results – cardiovascular, strength, endurance, body composition, flexibility.</li> <li>7. Comprehend the role of the physical educator as a promoter of lifetime wellness and physical activity.</li> </ol>
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2	Assessment Methods Plan (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Assessment of SLO #2 and #5: Student surveys in KINE 201 – Intro to Kinesiology, Fall 2013 Student Essays – Fall 2013 (August and December) All assessments on file
3	Assessment Administration Plan	Student surveys administered Fall 2013 (75 students) Student essays, pre and post, administered Fall 2013 (75 students)
4	Assessment Results Summary (summarize Data)	In response to how well the students could identify the careers within the kinesiology profession, 65% of students responded “fairly well” or “very well.” Moreover, approximately 55% of students reported as “fairly well” or “very well” their level of awareness regarding the scope of the discipline. Student essays (pre) in 2013 asked students to comment on their understanding/awareness regarding the career opportunities related to earning a Kinesiology degree (undergraduate and graduate) as well as the scope of the discipline. Based on data collected in previous semesters, as well as the pre-essay administered in Fall 2013, it is clear that although more than a majority of students are aware of careers related to the kinesiology degree, and many have some understanding of the scope of the discipline, many are not aware of the <u>variety</u> of careers and options available to them. Moreover, more than 80% of the students reported that they believed the profession of kinesiology related only to coaches, teachers, and fitness leaders.
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	As compared to previous years, student surveys and pre-essay responses indicate a decline in student understanding of careers within the kinesiology discipline. The decline is interesting given the increase in demand for the degree –Spring 2013 enrollment of 43 students compared to Fall 2013 enrollment of 75 students. Follow-up regarding the apparent contradiction of pre-knowledge regarding career options yet increase demand is warranted.
6	Recommended Changes & Plans for Implementations for Improvement	Two changes have been implemented to improve this SLO. A Counselor who works with the Kinesiology faculty on the AD-T in Kinesiology, will present information on degree attainment, etc. earlier in the fall 2013 semester than in previous years. This might prove beneficial in terms of informing students of educational options and degree filing. And, faculty have begun presenting degree / career options to students within the first two class meetings.
7	Description or evidence of	Dialog has occurred in the fall with other faculty in the Kinesiology Program regarding program outcomes. This dialog occurred in late September. A follow-up Kinesiology and Exercise Science meeting will be schedule for January, 2014.
	dialog among course or program-level faculty about assessment plan and results	

# Course or Program Assessment Summary

[http://academic.cuesta.edu/sloa/docs/Course\\_and\\_Program\\_Assessment\\_Summary\\_F\\_2011.docx](http://academic.cuesta.edu/sloa/docs/Course_and_Program_Assessment_Summary_F_2011.docx)

This form can be used to record SLO assessment plans and results for courses or programs. It is recommended that this document be stored on a group drive, or in MyCuesta.

**Division:** Kinesiology, Health Sciences and Athletics **Program:** Kinesiology **Date:** Fall 2013 v. 3 2012  
**Course:** KINE 201: Introduction to Kinesiology

Faculty involved with the assessment and analysis: *Allison Merzon*

Course-to-program outcome mapping document\*\* is completed Yes X No \_\_\_\_\_

1	<p>Student Learning Outcome Statements</p> <p><input type="checkbox"/> Program</p> <p><input checked="" type="checkbox"/> Course</p>	<ol style="list-style-type: none"> <li>1. Explain the importance of physical activity in daily life and the implications of this for the discipline of kinesiology.</li> <li>2. Discuss the basic concepts in Kinesiology including the sub-disciplines of Exercise Physiology, Biomechanics, Sport Psychology, Sport Sociology, Philosophy of Sport, and Motor Learning.</li> <li>3. Explore pathways and career opportunities in Allied Health, sport, fitness, teaching, and coaching.</li> <li>4. Examine the historical, ethical, and philosophical foundations of Kinesiology.</li> <li>5. Evaluate the role of the Kinesiologist as it applies to American Society.</li> <li>6. Formulate a personal educational and career plan in the discipline of Kinesiology.</li> </ol> <p><del>2. Explain the rationale for a discipline of kinesiology, how it is structured, and the types of knowledge studied and applied</del></p> <p><del>3. Identify the variety of careers within the kinesiology profession.</del></p> <p><del>4. Design an educational plan within the framework of a kinesiology degree.</del></p> <p><del>5. Value the role of the kinesiologist as it applies to American society.</del></p> <p>Student learning outcomes were assessed and modified in spring 2012 after completion of CPPR and CPAS cycles.</p>
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2	Assessment Methods Plan  (identify assessment instruments, scoring rubrics, SLO mapping diagrams)	Exam questions embedded within a midterm address student learning outcome #1, “Explain the importance of physical activity in daily life and the implications of this for the discipline of kinesiology,” as well as student learning outcome #5, “Evaluate the role of the Kinesiologist as it applies to American Society.”
3	Assessment Administration Plan (date(s), sample size or selection of course sections, scoring procedures, etc.)	Fall 2013, the midterm was administered on October 2 and 3 to 75 students.
4	Assessment Results Summary (summarize Data)	<p>There were 3 questions related to student learning outcome #1. Student scores on these questions indicate 83% of students (62/75) scored correctly on one or more question and 80% (60/75) of students scored correctly on all the questions.</p> <p>There were 2 questions related to student learning outcome #5. Student scores on these questions indicate 92% (69/75) of students scored correctly on one or more question and 86% (65/75) of students scored correctly on both the questions.</p>
5	Discussion of Assessment Procedure and Results, and Effectiveness of Previous Improvement Plans	The results of the exam indicate that most students understand the importance of physical activity in daily life as well as the role the Kinesiology professional in American Society.
6	Recommended Changes & Plans for Implementation of Improvements	There is currently no plan for improvement with regard to these student learning outcomes. However, as an extension of addressing the SLOs, the marketing and promotion of the Kinesiology professional / degree at Cuesta College will be discussed at the next Kinesiology and Exercise Science faculty meeting.

7	Description or evidence of dialog among course or program-level faculty about assessment plan and results	The results of this CPAS as well as direction for the program / courses will be addressed at the spring 2014 Kinesiology and Exercise Science faculty meeting. The program and course CPAS's were reviewed at the fall 2013 Kinesiology and Exercise Science faculty meeting.
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\*\*Course and program level outcomes are required by ACCJC to be aligned. Each program needs to complete a program map to show the alignment. See examples of completed CPAS and program mapping documents are available at <http://academic.cuesta.edu/sloa>

### **Program Assessment Mapping and Calendar**

last updated: **Spring 2014**

#### **Title of Program: Kinesiology (AS & AD-T)**

#### **Program SLOs**

1. Summarize the role of the kinesiology professional as a promoter of lifetime wellness and physical activity.
2. Identify the scope of kinesiology as a discipline.
3. Analyze the sub-disciplines identified within the kinesiology discipline including: exercise physiology, biomechanics, motor behavior, sport psychology, the sociology of sport, sport medicine, and sport philosophy.
4. Apply the basic principles of exercise physiology, functional anatomy, motor behavior, sport medicine, and biomechanics.
5. Summarize the career opportunities found within the discipline of kinesiology including physical therapy, coaching, sport management, physical educator, sport medicine, and fitness/wellness professional.

Relationship between assessed course level SLOs and Program Level SLOs.

Course	Course name	Program Student Learning Outcomes						
		1	2	3	4	5		
KINE 201	Kinesiology 201	A, B,C	A, B,C	A, B,C	A, B,C	A, B,C		
VARIOUS KINA	Activity Courses	A, B						
BIO 206	General Human Biology							
BIO 205	Human Anatomy							

Key: A (SLOs exist for course) B (SLOs is assessed in course) C (course assessment report completed)

#### **Program Assessment Calendar**

CYCLE STAGE	Fall 2014	Sp 2015	Fall 2015	Sp 2016	Fall 2016	Sp 2017
SLO Assessment	KINE 201	KINA	KINE 201	KINA	KINE 201	KINA
Analyze Results & Plan Improvements		KINE 201	KINA	KINE 201	KINA	KINE 201
Plan Implementation		KINE 201	KINA	KINE 201	KINA	
Post- Implementation SLO Assessment			KINE 201			KINE 201

## Program Review 2013 - Data

### (1) STUDENT SUCCESS – COURSE COMPLETION

#### Kinesiology

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Attempted	Successful	Attempted	Successful	Attempted	Successful	Attempted	Successful	Attempted	Successful
	N	%	N	%	N	%	N	%	N	%
Kinesiology	3,358	77.1%	3,415	77.7%	3,090	76.9%	2,137	80.6%	2,205	83.3%
Overall College	68,995	69.7%	76,252	71.5%	69,043	71.4%	68,519	71.8%	60,005	73.0%

### (2) STUDENT SUCCESS – COURSE COMPLETION by Modality

	2008-09		2009-10		2010-11		2011-12		2012-13	
	Attempted	Successful	Attempted	Successful	Attempted	Successful	Attempted	Successful	Attempted	Successful
	N	%	N	%	N	%	N	%	N	%
Face-to-Face	3,358	77.1%	3,415	77.7%	3,044	77.1%	2,106	81.1%	2,180	83.4%
Distance Education					46	60.9%	31	45.2%	25	72.0%

### (3) STUDENT DEMAND AND EFFICIENCY

#### Kinesiology

	2008-09	2009-10	2010-11	2011-12	2012-13
Sections	102	98	106	76	71
Fill Rate	83.2%	95.3%	86.6%	89.3%	89.7%
FTEs/FTEF	21.57	22.81	20.83	19.34	20.29

#### Overall College

	2008-09	2009-10	2010-11	2011-12	2012-13
Sections	3407	3023	2817	2846	2605
Fill Rate	89.3%	96.4%	91.4%	87.8%	82.8%
FTEs/FTEF	15	15.89	15.31	15.08	14.29

**(4) Program Progress towards Institutional Goals and Objectives (Goal 1): *The San Luis Obispo Community College District will enhance its programs and services to promote students' successful completion of transfer requirements, degrees, certificates, and courses.***

	2008-09	2009-10	2010-11	2011-12	2012-13
Degrees	5	0	0	5	1
Certificates	0	0	0	3	0