

BASIC PROGRAM INFORMATION

Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.

Department Name: Kinesiology

Division Name: Kinesiology & Athletics

Please list all team members who participated in this Program Review:

Name	Department	Position
Katy Ripp	Kinesiology	Coach/Instructor
Barbara Shewfelt	Kinesiology	Instructor

Number of Full Time Faculty: 4.8

Number of Part Time Faculty: 1.6

Please list all existing Classified positions: Example: Administrative Assistant I

Administrative Assistant , Facilities & Equip Ass't, Facilities & Equip Coordinator

List all programs covered by this review and indicate the program type:

Kinesiology	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input checked="" type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Athletic Injury Care	<input type="checkbox"/> Certificate	<input checked="" type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
Personal Training	<input checked="" type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
	<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

SECTION 1: PROGRAM DATA & ENROLLMENT

1A. Transcriptable Program Data: Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

Transcriptable Program	2013-2014	2014-2015	2015-2016
Kinesiology ADT	NA	5	10
Athletic Injury Care	2	7	2
Physical Education AA	7	6	4

1B. Non-Transcriptable Program Data: Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

Non-Transcriptable Program	2013-2014	2014-2015	2015-2016
Personal Training	NA	NA	NA

Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

Personal Trainer Certification was launched fall of 2016. There is no data reflecting program completion because it has only been offered for one quarter.

1C. Department Level Data:

	2013-2014	2014-2015	2015-2016
Enrollment	1,243	1,266	1,137
Productivity	399	379	372
Course Success	71%	70%	75%
Full-Time Load (FTEF)	3.4	3.5	3.2
Part-Time Load (FTEF)	0.8	1.3	1.6

1D. Enrollment Trend:

Program Enrollment (Over Past 3 Years): Increase Steady/No Change Decrease

1E. Course Success Trends: Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

	Program-Level Trend			College-Level Comparison		
	Increase	Steady/No Change	Decrease	Above	At Level	Below
African American	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Latino/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Native American	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Pacific Islander	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decline to State	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1F. Course Success Demographics: Please compare the program-level course success rate data for the following student groups with the college-level data.

Male: Above Level At Level Below Level

Female: Above Level At Level Below Level

<25 Years Old: Above Level At Level Below Level

>25 Years Old: Above Level At Level Below Level

1G. Equity: One of the goals of the College's Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

The overall Kinesiology success rate for 2015-2016 was 75% which was a 4% increase from the previous year. Our success rate for disproportionately impacted students is slightly lower than the college at 66% compared to the colleges 73%. Our success rates for Asian students is 82%, Pacific Islanders is 67% and Declined to state is 91% which are all above the college success for these groups. We have seen that significant percentage of African American, Pacific Islander, and Latino students have gravitated to our

online courses where success rates are traditionally lower across the campus. We plan to implement our newly drafted Online Course Quality Standards which includes regular and effective contact between faculty and students and instructor initiated communication so that visibility and engagement are a priority. Another priority of our online courses is a strong faculty presence in the delivery of content and stronger assessment and reflection tools which are illustrated in our SLO's. In addition our plan for this coming academic year is to increase our face to face classes which will enable students who favor and excel in that format. With this goal to have more face to face courses we will need more classroom space to support this need. Athletic injury care program is outreaching to local high schools and offering courses in Athletic Injury care at the local high schools which increases enrollment and accesses underrepresented populations. Noting that the success rates for some underrepresented groups are lower than the college we recognize the need to incorporate more academic support and resources to support underrepresented students. For example, creating a space for the Academic learning center in the kinesiology department where students can access tutoring and creating a collaborative learning environment.

1H. Course Enrollment: If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

Our kinesiology online classes are traditionally very well enrolled with a productivity of 548.. Of our low enrolled courses they are predominately in the Athletic Injury Care Program and Personal Training Program. These programs will be addressing enrollment strategies in their respective program reviews. With regards to classes that have not been scheduled, KINS 10, Women in Sports, KINS 51, Performance Enhancing Substances in Sport & Exercise, and KINS 54, Introductions to Sports Management, are all new courses and are currently in the submissions database in C3MS. KINS 82, Applied Principles of Adaptive Fitness, KINS 83, Physical Dimensions of Aging, KINS 84, Functional Fitness and Adaptive Movement, and KINS 85, Principles of Adaptive Water Exercise are courses that are not being offered because they are part of the Adaptive Fitness Trainer program, which is currently inactive. KINS 52, Strength Training/Fitness Assessment for Personal Trainers, KINS 53, Current Topics in Personal Trainer and National Credential Examination Requirements, KINS 55, Introduction to Aquatic Exercise are all part of the new Personal Fitness Trainer Program and have not been offered yet.

With regards to increasing our face to face enrollment, we plan to utilize a survey/course evaluation for current online and face to face classes to gain feedback from students as to which classes and when our face to face classes would be most popular. We plan to further analyze our course level and program level SLO reflections to create more productive action plans and follow up, geared toward advertising our face to face classes through the Heights publication, flyers and announcements in all of our KINS classes. We also plan to communicate regularly with counselors when face to face classes are offered and provide a 2 year long schedule for when our face to face classes are consistently offered. In addition, specific efforts have been made to increase face to face enrollment including on campus recruitment and collaboration with local high schools and 4 year universities.

1I. Productivity: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend: Increase Steady/No Change Decrease

Program Productivity (Compared to College): Above Goal At Goal Below Goal

Please discuss what factors may be affecting your program's productivity.

In general, our face to face classes are lower enrolled and consequently have lower productivity than our online KINS courses. The productivity in our online classes is 548. The Kinesiology department encompasses multiple degrees and certificates. This includes the Kinesiology ADT, Athletic Injury Care, Personal Trainer Certificate, and other courses that are in the IGETC and CSU pattern. Some of these courses are underenrolled in part because of the hands on/internship style approach to the Athletic Injury Care program which requires a lower student/instructor ratio in order to promote effective instruction. The Athletic Injury Care internship also provides medical care/services for athletics. These classes with fewer students in them continue to be offered in order to provide this service to athletics. The recent launch of the personal trainer certificate that is currently in early stages and is building enrollment.

If your program's productivity is below that of the College, please discuss your program objectives aimed at addressing this.

Our program objectives is to increase productivity in our programs mentioned above is marketing our Personal Trainer Certification with local high school students, reentry students, and community. As stated above the Athletic Injury Care Program is outreaching to local high schools and teaching classes within those high schools to increase enrollment. Introduction to Kinesiology class (KINS1) which is part of the Kinesiology ADT is going to be taught in the academic year face to face in the winter quarter. We also have been writing new curriculum which includes a sports management class and women in sport which should attract new students because kinesiology is one of the fastest growing majors on the 4 year campuses.

SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT

2A. Institutional Standard: This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion: Above Standard At Standard Below Standard

Targeted Student Course Completion: Above Standard At Standard Below Standard

Online Student Course Completion: Above Standard At Standard Below Standard

In-Person/Hybrid Course Completion: Above Standard At Standard Below Standard

2B. Institutional Effectiveness (IEPI) Goal: This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion: Above Goal At Goal Below Goal

Targeted Student Course Completion: Above Goal At Goal Below Goal

Online Student Course Completion: Above Goal At Goal Below Goal

In-Person/Hybrid Course Completion: Above Goal At Goal Below Goal

Please comment on your program's efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

Our course completion percentage is 75% which is well above the institutional standard. In addition our success rate for targeted students is 66% which is again above the institutional standard. Our intention is to involve more interaction in our online classes to enhance student engagement which the platform CANVAS allows you to accomplish. Along with our online schedule we plan to offer our core classes one time per year in a face to face format. Many of our KINS students are athletes and/or involved with supporting athletics within the sports medicine program which also would benefit from academic support in a academic learning center near our facilities.

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

2C. Faculty Discussion: Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program's Student Learning Outcomes (SLOs)? Yes No

Does meaningful dialogue currently take place around equity and course success rates? Yes No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings Opening Day Online Discussions Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

2D. Course-Level: How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

Our division is committed to using the SLO process to evaluate methods of assessment and make changes according to the data where needed. Reflection on our SLO's across kinesiology has prompted to write new curriculum to increase enrollment and to provide students with a greater breadth of subject areas which will benefit their study of kinesiology and transfer.

If your program's CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

2E. Program-Level: How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

We currently have graduated 15 students in the ADT in Kinesiology over two year span which is increased 200% from the first year. We launched the personal training program fall of 2016 which included new curriculum such as Current topics in Personal Training, Fitness Assessment techniques for the Personal Trainer, and Introduction to Adaptive Fitness. Adding on to this curriculum are two more classes that were written as support courses which are Women in Sport and Sports Management. After analysis of our PL-SLOs for our Physical Education AA degree, we are in the beginning stages of rewriting our local degree to better serve the students who wish to pursue a 4 year degree in in this field. We are planning to change the name to Kinesiology AA, which will have a different emphasis than the ADT in that there will be more course options to include aspects of teaching, sports management, sport sociology, and sport psychology which all fall under the Kinesiology degree.

We are also working with SF state to align our local AA degree with their requirements to facilitate transfer so that students who graduate from SF State will have a degree in Kinesiology and a Teaching Credential.

What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

Many of our students are athletes and/or athletic trainers and have academic support in our academic/athletic counselor, Laurie Bertani. It is mandated by our sport to have an educational plan which facilitates transfer to a 4 year institution. In reviewing the data we have identified that significant improvement is needed in providing support for underrepresented groups and across all students. This support includes providing space for an academic learning center as well as providing tutoring for all students. KINS faculty will encourage one on one office hour meetings for at-risk and marginalized students to help scaffold learning.

If your department has a Workforce/CTE program, please complete Section 2F.
If your department does not have a Workforce/CTE program, please skip to Section 3.

2F. Workforce/CTE Programs: Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

NA - see Personal Trainer Program Review

What is being done at the program-level to assist students with job placement and workforce preparedness?

NA - see personal trainer program review

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

NA

SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS

3A. Past Program Objectives: Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Increase enrollment of underrepresented groups	Year: 2016-	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase face to face course offerings for targeted groups	2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase completion rates for students with basic skills needs	Year: 2016-	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Increase interaction with students in online classes	2017	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
	Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Not applicable since this is the first time we have completed a program review for our KINS courses.

Please provide rationale behind any objectives that are no longer a priority for the program.

3B. New Program Objectives: Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
Increase enrollment of underrepresented groups	Fall 2017	1)professional development for faculty. 2)Recruitment in local high schools for students interested kinesiology/Athletic Injury care. 3)Marketing personal training program to outside community
Increase face to face course offerings for underrepresented groups	Winter 2017	KINS 001 is being taught f2f
Increase completion rates for students with basic skills needs	Fall 2017	1) Academic support through counselor, 2) Academic learning center for students in Kinesiology programs
Increase interaction with students in online classes by way of our division online course standard document.	Fall 2017	1)Implementing Canvas with our online classes which promotes student interaction 2) adhering to Accessibilty requirements 3)Individualized and timely feedback of student work.
Increase access to classroom space and smart technology to promote f2f classes and support the diversity of learning styles.	Fall 2017	resource request for adding and updating classrooms as well as tutors .

3C. EMP Goals. Please refer to the Educational Master Planning (EMP) [website](#) for more information.

Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

3D. Resource Requests: Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

Resource Request	\$	Program Objective (Section 3B)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Flooring for Classroom	20000	Increase access to classroom space and smart technology to promote f2f classes and support the diversity of learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Tables for classroom	10000	Increase access to classroom space and smart technology to promote f2f classes and support the diversity of learning styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Updating to smart classroom	50000	Increase access to classroom space and smart technology to promote f2f classes and support the diversity of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

		styles.				
Academic support center/staffing with tutors	50000	Increase completion rates for students with basic skills needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3E. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

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3F. Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

This is the first time we have completed a program review of our KINS classes therefore we cannot speak to the resource allocations given to past program reviews.

SECTION 4: PROGRAM SUMMARY

4A. Prior Feedback: Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments
	None given since this is the first Program Review for the KINS department.

4B. Summary: What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY

5A. Attach 2015-2016 Course-Level Outcomes: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

5B. Attach 2015-2016 Program-Level Outcomes: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the Dean/Supervising Administrator to provide feedback.

6A. Strengths and successes of the program as evidenced by the data and analysis:

The Kinesiology Department (KINS) has done good work over the last few years developing the ADT in Kinesiology and expanding their online offerings. The ten ADT degrees in KINS (up from five in 2014/15) in 2015/16 is testament to the popularity of this degree and we expect the number of degrees to increase as more online courses are developed. Solid online productivity has been tempered by lower enrollment for the F2F classes and the department needs to look at how it balances its schedule each year to satisfy demand, but also maintain higher per-course enrollment. The recent development of a two-year schedule should help in this effort.

The department faculty must be commended for the increase in success rates across the board, however, they will need to address lower online success rates as they continue to expand the program. Athletic Injury Care is currently involved in a realignment and will become The Sports Medicine Program; this program will also soon be eligible for Strong Workforce funds as it is also a CTE program. This should help grow KINS enrollment as more students complete ADT and certificate programs.

It should also be noted that the Personal Trainer program started this year and the certificate courses are primarily KINS classes. Although classes are currently only attracting 13-17 students each, we anticipate this program to be very popular as when we market the classes more effectively.

6B. Areas of concern, if any:

The KINS department did address the success rates for underrepresented students and I would like to see a more cohesive plan in place to close the achievement gap. This is particularly important given the development of more popular GE classes and the importance of online enrollment for this department. It is recommended that the KINS department look at providing a tutor in the TLC to fully support all our KINS students (this is also a resource request in the current PR).

The sole classroom in the KA area is in desperate need of a facelift. The room needs new carpets, paint, and AV equipment to bring it up to college standards. This is mission critical if the KINS program is to grow its F2F classes.

6C. Recommendations for improvement:

The KINS department has worked hard to develop new curriculum and grow its degree program. The faculty are talented and committed to expanding their course offerings. With this in mind, they should develop a two-year schedule and adhere to it as closely as possible. This will avoid duplication of low-enrolled classes and enable students to comfortably finish their degree requirements in a given two-year period. The department should also consider scheduling some of their F2F at the Sunnyvale Center to see if we can serve a new student population there.

6D. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

This section is for the Vice President/President to provide feedback.

6E. Strengths and successes of the program as evidenced by the data and analysis:

The department should be commended for its effort to adapt to a changing environment both in terms of state policy and student demographic. Its willingness to critically examine curriculum to meet the needs of students has already paid dividends.

6F. Areas of concern, if any:

While I appreciated the Program Outcomes summary (below) and know that the Kinesiology ADT only has 1 Kinesiology course, the program would still benefit from looking at the preparation of those students that did receive ADTs as this number is increasing.

"After analysis of our PL-SLOs for our Physical Education AA degree, we are in the beginning stages of rewriting our local degree to better serve the students who wish to pursue a 4 year degree in this field. We are planning to change the name to Kinesiology AA, which will have a different emphasis than the ADT in that there will be more course options to include aspects of teaching, sports management, sport sociology, and sport psychology which all fall under the Kinesiology degree."

6G. Recommendations for improvement:

I agree with the Dean's comments. In addition, the department might consider what additional data from institutional research might help best meet the needs of students.

The department might also continue its work in building partnerships around campus and perhaps explore possible linkages with Adaptive PE or the new Health ADT.

6H. Recommended Next Steps:

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.

Unit Course Assessment Report - Four Column

Foothill College Department - Kinesiology (KINS)

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Application of Knowledge - Analyze current issues in America involving physical activity (Created By Department - Kinesiology (KINS))	<p>Assessment Method: The students will critique the article, Healthy People 2020, which is offers physical activity objectives for the USA for the decade of 2010-2020. They will offer their critical opinion plus answer questions regarding the article.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students will complete and pass this assignment with given standard</p>	<p>11/21/2016 - 75% pass rate for assignment on Healthy People 2020.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/21/2015</p> <p>End Date: 06/30/2016</p> <p>Course-Level SLO Status: Active</p>			
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Job Tasks - Evaluate career options in the field of kinesiology and customize career goals as they relate to the discipline of kinesiology (Created By Department - Kinesiology (KINS))	<p>Assessment Method: The students will complete a cover letter, resume, reflection, and professional philosophy for their final project.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of students will have completed the project with given standards.</p>	<p>11/21/2016 - 81% pass rate on project including cover letter, resume, reflection, and philosophy.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
<p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/21/2015</p> <p>End Date: 06/30/2016</p> <p>Course-Level SLO Status: Active</p>			
Department - Kinesiology (KINS) - KINS 10 - WOMEN IN SPORTS - SLO 1 - Students will be able demonstrate knowledge of the historical significance of women in sport (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Students will demonstrate knowledge gained through a research paper on a historical figure in women's sports.</p> <p>Assessment Method Type: Research Paper</p>		
<p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			
Department - Kinesiology (KINS) - KINS 10 - WOMEN IN SPORTS - SLO 2 - Students will gain knowledge on culturally significant events and people that affected women's sports. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Students will take exams to demonstrate knowledge gained during the course.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 16A - PREVENTION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will demonstrate proficiency in the techniques of ankle taping to prevent injury. (Created By Department - Physical Education (PHED))	<p>Assessment Method: Practical Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain</p>	<p>12/01/2016 - 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for Lab supplies and replace unsanitary floor</p>	
Start Date: 09/26/2011			
End Date: 12/16/2011			
Course-Level SLO Status: Active			
		12/01/2016 - 80% of the students will correctly apply athletic tape to prevent an inversion ankle sprain	
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funding for Lab supplies needed,</p>	
		06/16/2014 - Students correctly demonstrated a preventative ankle taping by practical examination	
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 16A - PREVENTION OF ATHLETIC INJURIES -	Assessment Method: Practical Examination	12/01/2016 - 80% of the students will demonstrate appropriate warm up exercises to prevent a	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
SLO 2 - Application of knowledge - The student will design a warm up program to prevent musculoskeletal injuries. (Created By Department - Physical Education (PHED))	Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will demonstrate appropriate warm up exercises to prevent a musculo-skeletal injury	musculo-skeletal injury Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for Lab supplies and replace unsanitary floor	
Course-Level SLO Status: Active		12/01/2016 - 80% of the students will demonstrate appropriate warm up exercises to prevent a musculo-skeletal injury Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Funding for Lab supplies and replace unsanitary floor	
		06/16/2014 - Students demonstrated their warm up programs to prevent musculoskeletal injuries during the Practical Examination Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Kinesiology (KINS) - KINS 16B - EMERGENCY ATHLETIC INJURY CARE - SLO 1 - Application of Knowledge - The student will qualify for American Red Cross CPR Certification. (Created By Department - Physical Education (PHED)) Start Date: 01/02/2013 End Date: 03/30/2013 Course-Level SLO Status: Active	Assessment Method: Practical & Written Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will demonstrate proficiency in American Red Cross CPR	12/01/2016 - Each student passed a written and practical American Red Cross CPR Examination Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Funding for Lab supplies and replace unsanitary floor	
		12/01/2016 - 80% of the students will demonstrate proficiency in American Red Cross CPR Result: Target Met	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funding for Lab supplies and replace unsanitary floor</p> <p>06/16/2014 - Each Student qualified for the American Red Cross CPR Certification.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 16B - EMERGENCY ATHLETIC INJURY CARE - SLO 2 - Application of knowledge - The student will qualify for American Red Cross First Aid Certification (Created By Department - Physical Education (PHED))</p> <p>Start Date: 01/02/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical and Written American Red Cross Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will demonstrate proficiency in Emergency First Aid</p>	<p>12/01/2016 - Each student passed a written and practical American Red Cross Emergency First Aid Examination</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>12/01/2016 - 80% of the students will demonstrate proficiency in Emergency First Aid</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for Lab supplies and replace unsanitary floor</p> <p>06/16/2014 - Each student qualified for the American Red Cross First Aid Certification.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 16C - TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 1 - Application of Knowledge - The student will design a</p>	<p>Assessment Method: The student will review the literature for a specific athlete's injury and design a year</p>	<p>12/01/2016 - Each student submitted an exercise program for an individual athlete of a specific sport.</p>	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Year Round Conditioning Program for a rehabilitating athlete (Created By Department - Physical Education (PHED))</p> <p>Start Date: 04/09/2012</p> <p>End Date: 06/29/2012</p> <p>Course-Level SLO Status: Active</p>	<p>round exercise program for the rehabilitating athlete.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Complete a written project that explains the mechanism of the athlete's injury, why specific exercises were chosen and the requirements for progression</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Funding for Lab supplies and replace unsanitary floor</p> <p>12/01/2016 - Each student submitted a project explaining the mechanism of injury for a specific sport/athlete with an exercise program to prevent its reoccurrence</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Funding for Lab supplies and replace unsanitary floor</p> <p>06/16/2014 - Each Student selected an athlete and designed a Year Round Conditioning Program to prevent injuries and enhance performance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 16C</p> <p>- TREATMENT & REHABILITATION OF ATHLETIC INJURIES - SLO 2 - Application of knowledge - The student will design a Injury Rehabilitation Program for an injured athlete. (Created By Department - Physical Education (PHED))</p> <p>Start Date: 04/02/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will design a rehabilitation program for a specific musculo-skeletal injury incurred in athletics. Students may work in conjointly for the same athletic injury.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of the students will complete the written program with a B grade or better.</p>	<p>12/01/2016 - Rehabilitation projects submitted by students correlated with Year round conditioning programs.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>12/01/2016 - Students submitted a rehabilitation program specifically related to their Year round conditioning program</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015</p> <p>06/16/2014 - Students selected an injury or surgery to rehabilitate for an athlete and designed an appropriate musculo-skeletal rehabilitation program to prevent re-injury and enhance performance.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - SLO 1 - Social Issues	<p>Assessment Method: Students will write a 3-5 page paper on a chosen current social issue in sport presenting both sides of the issue.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Students will score 70% or higher on this paper using a rubric.</p>	<p>11/21/2016 - There was an 84% average grade on the final project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>11/21/2016 - Because goals were met no action plan needed.</p>
<p>Start Date: 09/21/2015</p> <p>End Date: 06/30/2016</p> <p>Course-Level SLO Status: Active</p>			
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - Application of Knowledge - The student will use their sport sociology lens to analyze a sport movie. The student will use knowledge obtained to critique and reflect on the movie. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: The student will take a sport movie and write a 3-5 page paper using a sport sociology lens. The student will critique the film for social issues in sport then address the issues in the paper.</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target for Success: 75% of students will pass with an 80% or above</p>	<p>11/21/2016 - The average grade is 89% on this project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>11/21/2016 - No action plan needed since target met.</p>
<p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 09/21/2015</p> <p>End Date: 06/30/2016</p> <p>Course-Level SLO Status: Active</p>			
Department - Kinesiology (KINS) - KINS 3 -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>THEORIES & TECHNIQUES OF COACHING SPORTS - SLO 1 - Knowledge - Identify the knowledge categories to run an effective sport program. (Created By Department - Physical Education (PHED))</p> <p>Start Date: 01/06/2014</p> <p>End Date: 03/24/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Design a practice plan to be implemented.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 80% of the students will complete a practice plan that includes:1) objectives for the practice, 2) equipment needed, 3) drills that they will implement, and 4) closing meeting.</p>	<p>12/08/2016 - 90% of students completed their practice plans. They met all qualifications needed to successfully complete a practice plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
		<p>03/23/2015 - 90% of students completed their practice plans. They met all qualifications needed to successfully complete a practice plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>03/24/2014 - 90% of students completed their practice plans. They met all qualifications needed to successfully complete a practice plan.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 3 - THEORIES & TECHNIQUES OF COACHING SPORTS - SLO 2 - Application of knowledge - Demonstrate mastery of the effective skills required for a sport program. (Created By Department - Physical Education (PHED))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Midterm exam which assesses the students knowledge in Chapters 1 - 8 in the class textbook.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% of class result in passing score.</p>	<p>11/01/2016 - Of the 16 students who took the midterm all received a passing grade. I had exceptional students this quarter. I have never had this happen before.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
		<p>11/01/2016 - 66% received a passing score. The reason for the low result was because of the 8 who did not receive a passing score 6 did not even attempt it.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>11/01/2016 - I will change the assessment method to 75% of the students attempting the test will receive a passing score.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>03/24/2014 - 80% of students passed the Chapter 1-8 Test.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 4 - CONCEPTS OF PHYSICAL FITNESS & WELLNESS - SLO 1 - Application of Knowledge - A successful student will be able to identify and explain how the various components of physical fitness and wellness contribute to general health and wellness (e.g., healthy lifestyles, physical activity, body mechanics, nutrition, stress management, avoiding destructive behaviors, making informed choices, etc.)</p> <p>(Created By Department - Physical</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are given 6 quizzes and Laboratory assignments covering each Concept of Physical Fitness & Wellness.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 75% of students will receive a B grade or better for the course.</p>	<p>06/28/2016 - 80% of students received a B grade or better for the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	<p>06/29/2015 - 80% of students received a B grade or better for the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: This course satisfies Community/Global Consciousness and Responsibility</p>
		<p>06/16/2014 - Student's identified and explained the various components of fitness and wellness by submitting Labs & Quizzes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 4 - CONCEPTS OF PHYSICAL FITNESS & WELLNESS - SLO 2 - Application of</p>	<p>Assessment Method: Students will keep a journal of Laboratory Assignments for Each Concept of Physical</p>	<p>06/28/2016 - 80% of the students received a grade of 3 or higher on the 5-point rubric.</p>	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>knowledge - A successful student will be able to assess current personal health and fitness lifestyle behaviors, and implement appropriate changes to improve his/her physical fitness and wellness. (Created By Department - Physical Education (PHED))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Fitness & Wellness. Students will be assigned a 3 - 5 page final essay on reflections of personal fitness and wellness changes implemented as a result of taking the course.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target for Success: 75% of the students will receive a grade of 3 or higher on the 5-point rubric.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	
		<p>Result: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>06/26/2015 - 80% of the students received a grade of 3 or higher on the 5-point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>06/16/2014 - Students demonstrated their current health and fitness by documenting their health/fitness improvements with their Interpretations, Implications, and Conclusions of self improvement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 51 - Assessment Method: PERFORMANCE ENHANCING</p> <p>SUBSTANCES IN SPORT & EXERCISE - Substance knowledge and efficacy - Demonstrated knowledge of presented</p>	<p>Quizzes and Final</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
performance-enhancing substances and their known efficacy in terms of enhancing sport performance (Created By Department - Physical Education (PHED))	75% or better is passing		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 51 - Assessment Method: PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE - Ethics of Use - Students will demonstrate an ethical analysis of performance-enhancing substance use in sport (Created By Department - Physical Education (PHED))	Assessment Method Type: Student research and position projects Target for Success: 75% or better is passing		
Assessment Cycles: End of Academic Year			
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 52 - Assessment Method: STRENGTH TRAINING/FITNESS ASSESSMENT FOR PERSONAL TRAINERS - SLO 2 - Application of knowledge - A successful student will be able select and administer an appropriate fitness test for the given population. (Created By Department - Kinesiology (KINS))	Assessment Method Type: The students will be able to demonstrate through exams why a fitness test is used for a given population Target for Success: 75%		
Start Date: 01/09/2017			
End Date: 06/30/2017			
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 52 - Assessment Method: STRENGTH TRAINING/FITNESS ASSESSMENT FOR PERSONAL TRAINERS - SLO 1 - Application of Knowledge - A successful student will be able to identify and select the appropriate fitness assessment methods needed to work in the fitness industry. (Created By Department - Kinesiology (KINS))	Assessment Method Type: The student will demonstrate how to administer a variety of fitness assessments needed to work in the health and fitness industry. Target for Success: Discussion/Participation		

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Start Date: 01/09/2017	Target for success is 70%		
End Date: 06/30/2017			
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 53 - CURRENT TOPICS IN PERSONAL TRAINER AND NATIONAL CREDENTIAL EXAMINATION REQUIREMENTS - SLO 1- Knowledge - A successful student will be able to identify and explain current issues(liability,best practices, and national certifications) in the fitness industry (Created By Department - Kinesiology (KINS))	<p>Assessment Method: thru a series of group discussion the student will show their knowledge of current issue in the fitness industry.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target for Success: 75%</p>		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 55 - INTRODUCTION TO AQUATIC EXERCISE - SLO #1 - A successful student will be able to demonstrate their knowledge and practical skills to teach a fitness water exercise class to all segments of the population. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Students will provide and demonstrate, with group participation, a proper aquatic exercise program for a given population.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80%</p>		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 55 - INTRODUCTION TO AQUATIC EXERCISE - SLO #2 - A successful student will be able to design all types of exercise programs which include shallow water exercise, deep water exercise, swimming fitness and rehabilitation exercise programs. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Student will be given a T/F and MC exams covering all the different types of aquatic exercises.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80%</p>		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 62A - CLINICAL EXPERIENCES IN SPORTS	<p>Assessment Method: Practical exam</p>	12/06/2016 - All students met SLO	
		Result:	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
MEDICINE I - SLO 1 - Application of Knowledge - Perform preventative ankle taping (Created By Department - Physical Education (PHED))	Assessment Method Type: Presentation/Performance Target for Success: All components of tape job included Tape job neat, without wrinkles or holes Complete tape job in less than 3 minutes	Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Supplies for instruction and student practice 12/09/2015 - All students met SLO Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Taping Supplies 12/01/2014 - All students met SLO. Resource request for practice tape valuable to allow for ample instruction and practice. Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Kinesiology (KINS) - KINS 62A - CLINICAL EXPERIENCES IN SPORTS MEDICINE I - SLO 2 - Application of knowledge - Perform stretching techniques for the upper and lower extremity (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Presentation/Performance Target for Success: Demonstrate appropriate techniques for active and passive stretching of the upper and lower extremities	12/06/2016 - All students met SLO Result: Target Met Year This Assessment Occurred: 2015-2016 12/09/2015 - All students met SLO Result: Target Met Year This Assessment Occurred: 2014-2015 12/01/2014 - All students met SLO Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Kinesiology (KINS) - KINS 62B - CLINICAL EXPERIENCES IN SPORTS	Assessment Method: Practical Exam	12/06/2016 - All students met SLO Result:	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
MEDICINE II - SLO 1 - Application of Knowledge - Perform soft tissue massage techniques (Created By Department - Physical Education (PHED))	<p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: All students completing PHED 62B will show competency in performing soft tissue massage techniques</p>	<p>Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>12/09/2015 - All students met SLO</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/01/2014 - All students met SLO. Identified by Advisory Council as valuable skill to be applied in the workplace.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 62B - CLINICAL EXPERIENCES IN SPORTS	<p>Assessment Method: Research paper describing theoretical use of therapeutic modalities</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: All students completing PHED 62B will complete the research paper describing the theoretical use of therapeutic modalities</p>	<p>12/06/2016 - All students met SLO</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>12/09/2015 - All students met SLO</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/01/2014 - All students met SLO. Theoretical understanding of therapeutic modality use makes our students leaders in further academic study and in the workplace.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 62C - CLINICAL EXPERIENCES IN SPORTS	<p>Assessment Method: Practical Exam</p> <p>Assessment Method Type:</p>	<p>12/06/2016 - 80% of students met this SLO.</p> <p>Continued instruction time necessary to increase completion rate.</p>	<p>12/06/2016 - Add weekly educational session to future quarters</p>
MEDICINE III - SLO 1 - Application of Knowledge - Demonstrate foot, ankle, and			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
lower leg injury evaluation (Created By Department - Physical Education (PHED))	Presentations/Performance Target for Success: All students completing PHED 62C will show competency in demonstrating a foot, ankle and lower leg injury evaluation	Result: Target Not Met Year This Assessment Occurred: 2015-2016 12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion. Result: Target Met Year This Assessment Occurred: 2014-2015 12/01/2014 - 80% of students completed SLO. Continued focus on instruction and practice in this area is necessary. Increased application of this skill with actual injuries to student-athletes! Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Kinesiology (KINS) - KINS 62C - CLINICAL EXPERIENCES IN SPORTS MEDICINE III - SLO 2 - Application of knowledge - Identify muscles used during various free weight and variable resistance machine exercises (Created By Department - Physical Education (PHED))	Assessment Method: Research paper correlating muscle groups with various free weight and variable resistance machine exercises Assessment Method Type: Research Paper Target for Success: All students completing PHED 62C will complete a research paper correlating muscle groups with various free weight and variable resistance machine exercises	12/06/2016 - 80% of students met this SLO. Increased instruction time needed to increase completion rate. Added instruction as new and advanced equipment becomes available. Result: Target Not Met Year This Assessment Occurred: 2015-2016 Resource Request: Update exercise equipment in Wellness Center to bring up to industry standard 12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion. Result: Target Met Year This Assessment Occurred: 2014-2015	12/06/2016 - Add weekly educational sessions to future quarters.
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>12/01/2014 - 80% of students met this SLO. Continued focus on instruction and application important for skill development.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 1 - Application of Knowledge - Demonstrate shoulder injury evaluation (Created By Department - Physical Education (PHED))	Assessment Method: Practical Exam Assessment Method Type: Presentation/Performance Target for Success: All students completing PHED 62D will complete a shoulder injury evaluation	<p>12/06/2016 - 80% of students completed this SLO. Increased instruction time necessary to increase completion rate.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2015-2016</p>	<p>12/06/2016 - Add weekly educational sessions in future quarters.</p>
Course-Level SLO Status: Active		<p>12/09/2015 - 80% of students met this SLO. Continued instruction time needed to increase completion.</p> <p>Result: Target Met Year This Assessment Occurred: 2014-2015</p>	
		<p>12/01/2014 - 80% of students completed this SLO. Continued focus on instruction and practice time is important.</p> <p>Result: Target Met Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 62D - CLINICAL EXPERIENCES IN SPORTS MEDICINE IV - SLO 2 - Application of knowledge - Design functional rehabilitation program for the lower extremity (Created By Department - Physical Education (PHED))	Assessment Method: Written description of functional rehabilitation program as well as demonstration of the functional rehabilitation program with an athlete Assessment Method Type: Class/Lab Project Target for Success: All students completing PHED 62D will	<p>12/06/2016 - All students completed this SLO. Continues to be a strong point for KINS 62D students.</p> <p>Result: Target Met Year This Assessment Occurred: 2015-2016</p>	<p>12/09/2015 - All students completed this SLO. Excellent progress with these programs. Students</p>
Course-Level SLO Status: Active			

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>design and demonstrate a functional rehabilitation program for the lower extremity</p>	<p>completed excellent work with injured student-athletes providing a valuable service to Foothill inter-collegiate athletics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/01/2014 - All students completed this SLO. Excellent progress with these programs. Students completed excellent work with injured student-athletes providing a valuable service to Foothill inter-collegiate athletics.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 1 - Application of Knowledge - Design comprehensive rehabilitation program (Created By Department - Physical Education (PHED))	<p>Assessment Method: Oversee and collaborate with student on a comprehensive rehabilitation program for an injured student athlete.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: All students completing PHED 62E will develop a comprehensive rehabilitation plan</p>	<p>12/06/2016 - All students met this SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>12/09/2015 - All students met this SLO</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/01/2014 - All students completed this SLO</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 62E - CLINICAL EXPERIENCES IN SPORTS MEDICINE V - SLO 2 - Application of knowledge - Demonstrate mastery of course material in a capstone project (Created By Department - Physical Education (PHED))	<p>Assessment Method: Review capstone project summarizing the body of student learning over the course of the PHED 62 series of classes</p> <p>Assessment Method Type: Portfolio Review</p>	<p>12/06/2016 - All students met this SLO. Students continue to demonstrate tremendous skill and knowledge upon completion of the KINS 62 series and the Foothill Sports Medicine Program.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	<p>Target for Success: All students completing PHED 62E will complete a capstone project demonstrating mastery of course materials</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>12/09/2015 - All students completed this SLO. This project continues to be a shining example of the comprehensive experience the students receive in the KINS 62 series and Foothill Sports Medicine Program. Student completing the progression and program are leaders in the areas of sports medicine!</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>12/01/2014 - All students completed this SLO. This project continues to be a shining example of the comprehensive experience the students receive in the KINS 62 series and Foothill Sports Medicine Program. Student completing the progression and program are leaders in the areas of sports medicine!</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
Department - Kinesiology (KINS) - KINS 65A - PNF: INTRODUCTION TO THE UPPER EXTREMITY - SLO 1 - Application of Knowledge - Perform upper extremity stretching demonstrating techniques of PNF. (Created By Department - Physical Education (PHED)) Start Date: 01/02/2013 End Date: 03/30/2013 Course-Level SLO Status: Active	<p>Assessment Method: Practical Examination of Upper Extremity Stretching</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will successfully demonstrate Upper Extremity PNF Stretching</p>	<p>12/01/2016 - Students demonstrated proficiency in upper extremity PNF stretching techniques</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>12/01/2016 - Students demonstrated proficiency in upper extremity Stretching in 3 planes of motion</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2014-2015</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>06/16/2014 - Students demonstrated Upper Extremity Stretching using techniques of PNF during their Practical Examination</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
<p>Department - Kinesiology (KINS) - KINS 65A - PNF: INTRODUCTION TO THE UPPER EXTREMITY - SLO 2 - Application of knowledge - Perform upper extremity strengthening demonstrating techniques of PNF. (Created By Department - Physical Education (PHED))</p> <p>Start Date: 01/10/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will demonstrate appropriate techniques of Upper Extremity PNF Strengthening</p>	<p>12/01/2016 - Students safely performed PNF strengthening exercises for the upper extremity</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>12/01/2016 - Students demonstrated safe techniques of MRE in 3 planes of motion</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>06/16/2014 - Students performed Upper Extremity strengthening using techniques of PNF during their Practical Examination.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		2013-2014	
<p>Department - Kinesiology (KINS) - KINS 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 1 - Application of Knowledge - The student will perform lower extremity muscle stretching implementing techniques of PNF. (Created By Department - Physical Education (PHED))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/16/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Practical Examination</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students will successfully demonstrate Lower Extremity Stretching</p>	<p>12/01/2016 - Students demonstrated safe PNF stretching techniques for the lower extremity</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>12/01/2016 - Students demonstrated safe stretching techniques for the lower extremity in 3 planes of motion</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor</p> <p>06/16/2014 - Students demonstrated Lower Extremity musculo-skeletal stretching using techniques of PNF during their Practical Examination.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>06/16/2014 - Students demonstrated Lower Extremity musculo-skeletal stretching using techniques of PNF.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Kinesiology (KINS) - KINS 65B - PNF: INTRODUCTION TO THE LOWER EXTREMITY - SLO 2 - Application of knowledge - The student will perform lower extremity muscle strengthening implementing techniques of PNF. (Created By Department - Physical Education (PHED))	Assessment Method: Practical Examination Assessment Method Type: Discussion/Participation Target for Success: 80% of the students will demonstrate appropriate Lower Extremity PNF Strengthening techniques	12/01/2016 - PNF strengthening exercises were demonstrated by each student for the lower extremity Result: Target Met Year This Assessment Occurred: 2015-2016 Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor	
Course-Level SLO Status: Active		12/01/2016 - safe MRE 's were demonstrated in 3 planes of motion for the lower extremity Result: Target Met Year This Assessment Occurred: 2014-2015 Resource Request: Safe tables for Lab techniques, Funding for Lab supplies, Replace unsanitary floor	
		06/16/2014 - Students demonstrated Lower Extremity musculo-skeletal strengthening using techniques of PNF during their Practical Examination Result: Target Met Year This Assessment Occurred: 2013-2014	
Department - Kinesiology (KINS) - KINS 70R - INDEPENDENT STUDY IN KINESIOLOGY - Independent Study - Students will demonstrate greater proficiency in the discipline through independent study. (Created By Department - Kinesiology (KINS))	Assessment Method: Students will complete a comprehensive class project demonstrating proficiency in the area of independent study. Assessment Method Type: Class/Lab Project Target for Success: 100% completion		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 81 - INTRODUCTION TO ADAPTIVE FITNESS -	Assessment Method: Student will write a proper IEP for an	06/23/2015 - target was met but more work is needed to let students know the importance of the	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>SLO #2 - A successful student will be able to formulate a comprehensive exercise program for a specific disabled client (Created By Department - Kinesiology (KINS))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Start Date: 01/06/2014</p> <p>End Date: 06/27/2014</p> <p>Course-Level SLO Status: Active</p>	<p>disabled student.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 60% of students will be able to write a proper IEP</p>	<p>IEP and resources that the student needs build a proper exercise program.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>Resource Request: beep baseballs, and other type of equipment so the student can be exposed to the tools needed to work with the disabled population</p>	
<p>Department - Kinesiology (KINS) - KINS 81 - INTRODUCTION TO ADAPTIVE FITNESS - SLO #1 - A successful student will be able to identify and assess the challenges presented in a fitness setting. (Created By Department - Kinesiology (KINS))</p> <p>Start Date: 01/06/2014</p> <p>End Date: 06/27/2014</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: the student will write a 10 page paper identify the challenges for specific disability and ways to overcome those challenges.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 60 % of the students will be able to complete the paper with grade of C or better.</p>	<p>12/08/2016 - over 60% of the students met the goal</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	<p>06/12/2014 - Those students who did the paper did well, need to work and identify those students who are having problems with this paper and figure away to help them. One idea is to have more one on one contact to help the student succeed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
<p>Department - Kinesiology (KINS) - KINS 82 - APPLIED PRINCIPLES OF ADAPTIVE FITNESS - SLO #1 - A successful student will be able to demonstrate safe and effective assessment techniques for various chronic conditions. (Created By Department - Kinesiology (KINS))</p> <p>Assessment Cycles: End of Academic Year</p>	<p>Assessment Method: Students will be able to demonstrate safe and effective assessment techniques for various chronic conditions by T/F and MC exam.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active Department - Kinesiology (KINS) - KINS 83 - PHYSICAL DIMENSIONS OF AGING - SLO #1 - A successful student will be able to discuss the characteristics and effects of aging. (Created By Department - Kinesiology (KINS))	Assessment Method: Student will be tested on their knowledge of the characteristics and effects of aging through a T/F and MC exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80%		
Course-Level SLO Status: Active Department - Kinesiology (KINS) - KINS 83 - PHYSICAL DIMENSIONS OF AGING - SLO #2 - A successful student will be able to discuss the physiological affects of aging and how the changes need to be considered when developing and implementing a personal fitness program. (Created By Department - Kinesiology (KINS))	Assessment Method: Through group discussion and participation students will be able to discuss the physiological affects of aging and how the changes need to be considered when developing or implementing a personal fitness Program Assessment Method Type: Discussion/Participation		
Course-Level SLO Status: Active Department - Kinesiology (KINS) - KINS 84 - FUNCTIONAL FITNESS AND ADAPTIVE MOVEMENT - SLO #1 - A successful student will be able to interpret the role a functional fitness exercise program plays in the improvement of an individual's daily living activity. (Created By Department - Kinesiology (KINS))	Assessment Method: Students will be able to discuss how and what functional fitness exercises play a role in the improvement of an individual's daily living activity. Assessment Method Type: Discussion/Participation Target for Success: 80%		
Course-Level SLO Status: Active	Assessment Method: Students will be able to interpret the role of a functional fitness exercise program plays in the improvement of an individual's daily living activity through successful completion of a T/F and MC exam. Assessment Method Type: Exam - Course Test/Quiz Target for Success:		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		80%	
Department - Kinesiology (KINS) - KINS 84 - FUNCTIONAL FITNESS AND ADAPTIVE MOVEMENT - SLO #2 - A successful student will be able to create a functional assessment tool for specific chronic conditions. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Student will be discuss a specific assessment tool that can be used to assess functional exercise for chronic conditions.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80%</p>		
Course-Level SLO Status: Active	<p>Assessment Method: Student will present a functional assessment tool for a specific chronic condition.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80%</p>		
Department - Kinesiology (KINS) - KINS 85 - PRINCIPLES OF ADAPTIVE WATER EXERCISE - SLO #1 - A successful student will be able to demonstrate effective teaching techniques as they apply to students with chronic conditions. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Student will demonstrate through presentation effective teaching techniques for a given student population</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80%</p>		
Course-Level SLO Status: Active	<p>Assessment Method: Student discuss the design of an aquatic fitness program for a specific population</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80%</p>		
Department - Kinesiology (KINS) - KINS 85 - PRINCIPLES OF ADAPTIVE WATER EXERCISE - SLO #2 - A successful student will be able to design an aquatic fitness program for specific chronic conditions. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Student discuss the design of an aquatic fitness program for a specific population</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80%</p>		
Course-Level SLO Status: Active			
Department - Kinesiology (KINS) - KINS 8A - THEORY & CONCEPTS OF EXERCISE	<p>Assessment Method: Multiple choice, True/False, and matching</p>	06/28/2016 - 80% of the students received a B grade or better for terminology tests.	

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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
PHYSIOLOGY - Terminology - A successful student will be able to acquire and interpret the basic anatomy and exercise physiology terminology. (Created By Department - Physical Education (PHED))	questions on Exercise Physiology terminology. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of the students will receive a B grade or better for terminology tests.	Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.	06/30/2015 - 84% of students received a B grade or better for terminology tests. Result: Target Met Year This Assessment Occurred: 2014-2015 GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility
Course-Level SLO Status: Active			06/30/2014 - 81% of students received a B grade or better for terminology tests. Result: Target Met Year This Assessment Occurred: 2013-2014 GE/IL-SLO Reflection: This course satisfies Community/Global Consciousness and Responsibility
Department - Kinesiology (KINS) - KINS 8A - THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY - Application - A successful student will be able to explain the theories of exercise physiology as they relate to the body and its ability to perform exercise. (Created By Department - Physical Education (PHED))	Assessment Method: Students will analyze 5 - 7 case studies focusing on various exercise physiology scenarios and answer questions in essay format. Assessment Method Type: Case Study/Analysis Target for Success: 80% of the students will receive a grade of 3 or higher on the 5-point rubric.	06/28/2016 - 82% of the students received a grade of 3 or higher on the 5-point rubric. Result: Target Met Year This Assessment Occurred: 2015-2016 GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.	
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	
		<p>06/29/2015 - 83% of students received a grade of 3 or higher on the 5-point rubric</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p>	
		<p>GE/IL-SLO Reflection: This course satisfies Community/Global Consciousness and Responsibility</p>	
		<p>06/25/2014 - 81% of the students received a grade of 3 or higher on the 5-point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	
		<p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	
Department - Kinesiology (KINS) - KINS 8B - THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY II - Application of Knowledge - A successful student will be able to Identify the physiological responses to exercise in the heat, cold, and at altitude. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Multiple choice, True/False, and matching questions on the physiological responses to exercise in the heat, cold, and at altitude.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of the students will receive a B grade or better for the physiological responses tests.</p>	<p>06/28/2016 - 80% of the students received a B grade or better for the physiological responses tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Consciousness and Responsibility Skills.</p> <p>03/31/2015 - 82% of students received a B grade or better for the physiological responses tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility</p>	
		<p>03/31/2014 - 80% of the students received a B grade or better for the physiological responses tests.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility</p> <p>GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility</p>	
Department - Kinesiology (KINS) - KINS 8B - THEORY & CONCEPTS OF EXERCISE PHYSIOLOGY II - Impact of physical activity on cardiovascular disease, obesity, and diabetes. - A successful student will be able to explain the impact of physical activity on cardiovascular disease, obesity, and diabetes. (Created By Department - Kinesiology (KINS))	<p>Assessment Method: Students will analyze 5 - 7 case studies focusing on various exercise physiology scenarios and their impact on cardiovascular disease, obesity, and diabetes, and answer questions in essay format.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of the students will receive a grade of 3 or higher on the 5-point rubric.</p>	<p>06/28/2016 - 83% of the students received a grade of 3 or higher on the 5-point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	<p>03/31/2015 - 82% of students will receive a grade of 3 or higher on the 5-point rubric.</p> <p>Result:</p>
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility</p> <p>03/31/2014 - 81% of students received a grade of 3 or higher on the 5-point rubric.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Satisfies Community/Global Consciousness and Responsibility</p>	
<p>Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS & FITNESS - 1 - Analyze - Analyze and critique personal dietary, hydration and supplementation needs required for daily exercise and health. (Created By Department - Physical Education (PHED))</p> <p>Assessment Cycles: End of Academic Year</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will complete exam including multiple choice, T/F, and essay questions analyzing and critiquing recommended dietary, hydration and supplementation needs required for daily exercise and health.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will pass the exam.</p>	<p>06/28/2016 - 80% of students passed the exam, which included multiple choice, T/F, and essay questions analyzing and critiquing recommended dietary, hydration and supplementation needs required for daily exercise and health.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>06/28/2015 - 80% of students passed the exam, which included multiple choice, T/F, and essay questions analyzing and critiquing recommended dietary, hydration and supplementation needs required for daily exercise and health.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Mastering these basic skills are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>06/25/2014 - 80% of students passed the exam, which included multiple choice, T/F, and essay questions analyzing and critiquing recommended dietary, hydration and supplementation needs required for daily exercise and health.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	
<p>Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS & FITNESS - 2 - Dietary Plan - A successful student will develop and justify a three day dietary plan for healthy eating. (Created By Department - Physical Education (PHED))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will develop and justify a three day dietary plan for distance running.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will successfully complete lab project.</p>	<p>06/28/2016 - 83% of students successfully completed lab project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Community/Global Consciousness and Responsibility Skills.</p> <p>06/28/2015 - 82% of students successfully completed lab project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Mastering these basic skills are crucial to developing Community/Global Consciousness and Responsibility Skills.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>06/30/2014 - 85% of students successfully completed a three day dietary plan for a specified athlete.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: This course satisfies Community/Global Consciousness and Responsibility</p>	