

## **Introduction**

### Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

### Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

### 2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

### Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

### Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

<b>Basic Program Information</b>
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Department Name: Kinesiology and Athletics

Program Mission(s): The goal of the Associate in Arts in Kinesiology for Transfer Degree (AA-T) is to provide for the interdisciplinary academic study of human movement, physical activity, and sport, in order to prepare students to transfer to local California State Universities (CSUs). In addition to transfer, it also allows students to pursue careers in the areas of teaching, coaching, athletic training, movement science, allied health, and fitness professions.

Program Review team members:

Name	Department	Position
Barbara Shewfelt	Kinesiology and Athletics	Faculty

<b>Total number of Full Time Faculty:</b>	
<b>Total number of Part Time Faculty:</b>	

<b>Existing Classified positions:</b>
Example: Administrative Assistant I
Example: Program Coordinator

Programs\* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Associate in Arts Degree in Kinesiology for Transfer	AA-T	90

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

**Section 1. Data and Trend Analysis**

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2010-2011	2011-2012	% Change
See attachment for data			

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
See attachment for data			

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	See attachment for data		
Productivity (Goal: 546)			
Success			
Full-time FTEF			
Part-time FTEF			

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last two years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. **TBD**
2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends. **TBD**

- a. AA, AS, AA-T, AS-T, Certificates of Achievement  
**With the addition of the AA-T degree in Kinesiology, and by linking core curriculum in the PE AA with several current and proposed certificate programs, we plan to expand our completion rates.**
- b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546. **TBD**
4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)  
**Foothill College offers a wide variety of theory, activity, and athletics courses. We continue to have a strong enrollment in online theory courses because the frequency and number of courses we offer meets the demand. Some activity courses are currently under enrolled.**  
**Theory:** enrollment has steadily climbed in the past three years in most theory courses.  
**Athletic:** enrollment has remained steady due to the fact that coaches maintain the same number of players on their roster year to year.  
**Activity:** the enrollment numbers for all activity classes have fluctuated year to year due to the issue of repeatability. The numbers have decreased in certain areas because we have minimized the number of sections offered, but students tend to have strong preferences about when and how they exercise and eliminating sections can drive students elsewhere.
  - a. Please comment on the data from any online course offerings.  
**Online courses continue to increase in enrollment**
5. Curriculum and Student Learning Outcomes (SLOs) (see SLO data sheets)
  - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (CORs) reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?  
**All CORs have been updated this year to be in compliance with Title 5.**
  - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?  
**The KA division has recently completed extensive curriculum revisions and additions. Revisions include the leveling of activity classes to comply with the state mandate for repeatability and families of activity classes. Additions include activity and theory classes to augment requirements for our degree and certificate programs.**
  - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.  
**The Kinesiology & Athletics division is committed to supporting students who want to transfer to 4-year universities or enter the workforce in fitness-related fields.**

**This encompasses the college's mission for work force, basic skills, and transfer. The addition of the AA-T degree in Kinesiology will simultaneously award students an associate degree and prepare them for special benefits/guarantees upon transfer to CSU. (see attached Transfer Model Curriculum Worksheet).**

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?  
**Active participation in collaborative discussions amongst faculty teaching in the same discipline, Administrative and Peer evaluations**
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
- a. Please discuss current outcomes or initiatives related to this core mission.  
**We serve students who are enrolled in basic skills courses or are at the basic skills course level. We provide appropriate instructional support to our students and student-athletes.**
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
- a. Please discuss current outcomes or initiatives related to this core mission.  
**We offer many transfer-level courses that help students fulfill their requirements for 4-year and workforce degrees. We will be rolling out the AA-T degree in Kinesiology in 2012-2013 to commence in Fall 2013. Activity courses are GE certified to fulfill life long learning**
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
- a. Please discuss current outcomes or initiatives related to this core mission.  
b. Please attach minutes from your advisory board meeting(s).  
**Not Applicable**
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
- a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.  
**TBD**

## Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Please refer to the attachment**

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

<b>Section 2 Continued: SLO Assessment and Reflection</b>
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2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

**The majority of physical education students in activity classes achieved the student learning outcomes the instructor had outlined and targeted for success.**

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

**The AA-T in Kinesiology is a prescribed set of courses/requirements based on the implementation of SB 1440, developed and coordinated through the Academic Senate in collaboration with the Chancellor's Offices of the California Community Colleges (CCC) and California State University (CSU) and the CSU Academic Senate. Curricular changes would not be possible at the college level.**

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

**TBD**

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

**TBD**

5. If your program has other outcomes assessments at the course level, comment on the findings.

**TBD**

2.3.b Program-Level SLO

**Program-level SLOs do not exist yet for the AA-T degree in Kinesiology. They will be completed upon state approval for the degree.**

1. What summative findings can be gathered from the Program Level Assessments?

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

3. If your program has other outcomes assessments at the program level, comment on the findings.

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1. Launch an AA-T degree in Kinesiology</b>	Fall 2012	Submitted application to Instruction/Articulation	On hold pending review. Anticipated implementation Fall 2013
<b>2</b>			
<b>3</b>			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
<b>1. Launch an AA-T degree in Kinesiology</b>	ASAP	The State has legislated AA-T degrees that streamline transfer from community colleges to the CSU system.	
<b>2. Increase the number of students completing degrees and certificates in Kinesiology/Athletics Division</b>	Ongoing and long term	Tie PE AA core curriculum to new and existing certificate programs for flexibility and efficiency. Promote AA-T as transfer option for those entering 4-year programs and provide work force options to capture all needs/interests.	
<b>3. Create new activity classes to attract new students and meet the needs of those exceeding</b>	Ongoing	Provides accessibility to classes for students	Community access, life long learning, healthful living

repeatability			
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<b>Section 4: Program Resources and Support</b>
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4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

## Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

## Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Director of AA-T program	.05/term	1,2,3

## One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Marketing	\$1000	1,2,3 additionally to build interest/enrollment in traditional classes (ie not online)

## Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Training in current technology for online instruction.	\$500	1,2

## Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale



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### Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

**TBD**

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

Currently the approval of the AA-T in Kinesiology is on hold due to the recent changes the state has made to the language in the application process. As soon as those changes are finalized and made available to the program review team, we can then add any additional information needed for the application and submit our complete application for approval.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

Due to the state mandate for transfer degrees, students who have completed the AA-T in Kinesiology are guaranteed junior standing and priority admission consideration over all other transfer students when applying to a CSU baccalaureate degree program that has been deemed similar to the student's community college area of emphasis. In addition the popularity, strength and momentum of Kinesiology-related study and work that exists at this time will draw students interested Athletic Training, Sports Management and Marketing, Sports Information, Teaching, etc. 4-year Kinesiology programs are impacted all over California and the field is growing exorbitantly. **TBD**

### Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The AA-T program organizes existing classes in a way that stands to strongly increase the number of students earning degrees in the Division and does so with very little need for additional resources. We are ahead of the curve for the new State mandates requiring transfer curriculum and will likely have ours in place before many other schools. Nearly every 4-year school in our area offers degrees in Kinesiology, and CSU programs are largely impacted—favoring CC students who have completed transfer model degrees over other applicants. We are perfectly poised with this addition.

6.2 Areas of concern, if any:

With any State approval process there is always the possibility of unexpected roadblocks and delays. We need to stay up on the information and keep pushing the process from our end as much as we can.

6.3 Recommendations for improvement:

Our online offerings are currently very popular and our in-class offerings struggle. Need to work to build our in-class population so this can be an on-campus degree and not just a distance-learning option. Finding the right way to schedule in order to do this will be tricky.

6.4 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 should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

# Unit Course Assessment Report - Four Column

## Foothill College

**Mission Statement:** A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Application of Knowledge - A successful student will be able to Identify the basic concepts of Kinesiology. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 1 - INTRODUCTION TO KINESIOLOGY - Historical Foundations - A successful student will be able to Describe the historical, ethical, and philosophical foundations of Kinesiology. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - SLO 1 - Social Issues - A successful student will be able to analyze current social issues as they relate to sport. (Created By Department - Kinesiology (KINS))  <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 2 - SPORT IN SOCIETY - SLO 2 - Child Development - A successful student will be able to evaluate the impact of sport on child development. (Created By Department - Kinesiology (KINS))			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
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.) (Created By Department - Physical <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students are given 6 quizzes and Laboratory assignments covering each Concept of Physical Fitness & Wellness. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 75% of students will receive a B grade or better for the course.	06/30/2012 - 77% of students passed with a B grade or better. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> More online counseling available to students. <b>GE/IL-SLO Reflection:</b> Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.	10/11/2011 - Incorporate more online discussion forums. <hr/>
Department - Kinesiology (KINS) - KINS 4 - CONCEPTS OF PHYSICAL FITNESS & WELLNESS - SLO 2 - Application of 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)) <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/16/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will keep a journal of Laboratory Assignments for Each Concept of Physical 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. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 75% of the students will receive a grade of 3 or higher on the 5-point rubric.	06/30/2012 - 77% of students received a grade of 3 or higher on the 5-point rubric. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> More online counseling available to students. <b>GE/IL-SLO Reflection:</b> Mastering these basic skill are crucial to developing Community/Global Consciousness and Responsibility Skills.	10/11/2011 - Incorporate more online discussion forums. <hr/>
Department - Kinesiology (KINS) - KINS 51 - PERFORMANCE ENHANCING SUBSTANCES IN SPORT & EXERCISE - Substance knowledge and efficacy - Demonstrated knowledge of presented performance-enhancing substances and	<b>Assessment Method:</b> Quizzes and Final <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b>	10/11/2011 - Most students passed and demonstrated satisfactory knowledge of course material <b>Result:</b> Target Met	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
their known efficacy in terms of enhancing sport performance (Created By Department - Physical Education (PHED))	75% or better is passing	<b>Reporting Year:</b> 2010-2011	
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 51 - 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))	<b>Assessment Method:</b> Student research and position projects <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> 75% or better is passing	10/11/2011 - Most students submitted work that demonstrated a satisfactory foundation of ethical analysis of performance enhancing substance use <b>Result:</b> Target Met <b>Reporting Year:</b> 2010-2011	
<b>Assessment Cycles:</b> End of Academic Year			
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 54 - AMERICAN SPORT IN FILM - Evaluate the role of American Sport in Film - Students' written reflections will articulate the impact of Sport in American Film in terms of social, cultural, historical, economic and competitive contexts. (Created By Department - Kinesiology (KINS))	<b>Assessment Method:</b> Students will be scored between 1-10 points for each reflection (journal) entry written for each film viewed. <b>Assessment Method Type:</b> Essay/Journal <b>Target:</b> Successful completion will be an average class score above 7.		
<b>Start Date:</b> 09/01/2013			
<b>End Date:</b> 09/01/2014			
<b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 54 - AMERICAN SPORT IN FILM - Evaluate Idiomatic Language of American Sport films - Students will accurately identify and discuss the impact of idiomatic language used in American Sport films. (Created By Department - Kinesiology (KINS))	<b>Assessment Method:</b> Idiomatic language lists and relevance <b>Assessment Method Type:</b> Discussion/Participation <b>Target:</b> Students' lists must contain five or more examples of idiomatic language used in each assigned film		
<b>Assessment Cycles:</b> End of Academic Year			
<b>Start Date:</b> 04/08/2013 7:18 PM			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
07/01/2013 <b>End Date:</b> 07/01/2014 <b>Course-Level SLO Status:</b> Active			
Department - Kinesiology (KINS) - KINS 8A - THEORY & CONCEPTS OF EXERCISE 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Multiple choice, True/False, and matching questions on Exercise Physiology terminology. <b>Assessment Method Type:</b> Exam - Course Test/Quiz <b>Target:</b> 80% of the students will receive a B grade or better for terminology tests.	06/30/2012 - 81% of students received a B grade or better for terminology tests. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> More online counseling available to students. <b>GE/IL-SLO Reflection:</b> Mastering these basic skill are crucial to developing Critical and Analytical Thinking Skills.	10/11/2011 - Incorporate more online discussion forums.
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will analyze 5 - 7 case studies focusing on various exercise physiology scenarios and answer questions in essay format. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target:</b> 80% of the students will receive a grade of 3 or higher on the 5-point rubric.	06/30/2012 - 80% of the students received a grade of 3 or higher on the 5-point rubric. <b>Result:</b> Target Met <b>Reporting Year:</b> 2011-2012 <b>Resource Request:</b> More online counseling available to students. <b>GE/IL-SLO Reflection:</b> Mastering these basic skill are crucial to developing Critical and Analytical Thinking Skills.	10/11/2011 - Incorporate more online discussion forums.
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			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 8B - THEORY &amp; CONCEPTS OF EXERCISE PHYSIOLOGY II - Body Composition and Nutrition - A successful student will be able to assess body composition and nutrition for exercise and sport. (Created By Department - Kinesiology (KINS))</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS &amp; 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target:</b> 80% of students will pass the exam.</p>	<p>06/30/2012 - 80% of students passed with a C or better</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> This course contributes to life long learning skills.</p>	
		<p>06/30/2012 - Students have successfully passed exams with more than an 80% completion rate. They are able to successfully answer questions regarding dietary, hydration, and supplementation related questions as the pertain to daily fitness and health</p> <p><b>Result:</b> Target Met</p> <p><b>Reporting Year:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> In order to be successful in completing the assessment, students must be able to communicate through analytical writing skills to describe their personal dietary consumption. This analysis requires computational skills to calculate all required data. Lastly, this analysis requires Creative and Analytical Thinking to determine the</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		best approaches to dietary change.	
<p>Department - Kinesiology (KINS) - KINS 9 - BASIC NUTRITION FOR SPORTS &amp; FITNESS - 2 - Dietary Plan - A successful student will develop and justify a three day dietary plan for distance running. (Created By Department - Physical Education (PHED))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students will develop and justify a three day dietary plan for distance running.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target:</b> 80% of students will successfully complete lab project.</p>		