

Program Student Learning Outcome (PSLO) Assessment Reporting

Program: Kinesiology

Semester: Spring 2017

Faculty/Staff Assessing the Program: Colleen Ralston

Part 1: Assessment Goals

We would like to know, in relation to PSLO 3.....1) how many students are transferring to a 4 year institution to continue the Kinesiology degree 2) of those students, how many are transferring with the AAT completed. We think students are choosing to transfer/pursue a degree in Kinesiology with their GE requirement met but not necessarily the AAT Kines.

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
<p>Enter all the PSLOs for your program below. (Additional rows may be needed)</p>	<p>Identify and describe the assessment activity (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.</p>	<p>List the criteria you used to determine proficiency levels for each of your PSLOs. How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?</p>	<p>Describe which student populations you assessed and how you chose those populations. How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.</p>
<p>PSLO 1</p> <p>1. Demonstrate an understanding of the historical, ethical, and philosophical foundations of Kinesiology.</p>	<p>Students will be assigned a final paper where they interview a professional in the field of sports or physical activity to determine how that person developed their professional philosophy. They then will write an essay discussing how the historical, ethical and philosophical foundations in physical activity have helped the professional they interviewed develop his/her own professional philosophy.</p> <p>1.</p>	<p>A-level work is characterized by the student's ability to thoroughly develop, in essay form, a discussion with a Professional in the field of sport or physical activity. The essay will include 2 examples from each of the 3 foundations of Kinesiology (historical, ethical and philosophical) to support the professional's personal philosophy for practice/behaviors in their area of expertise.</p> <p>C-level work is characterized by the student's ability to moderately develop, in essay form, a discussion with a Professional in the field of sport or physical activity. The essay will</p>	<p>Students assessed were included all students in 2 of the 3 sections of PE 100 course.</p>

		include 1 example from each of the 3 foundations of Kinesiology (historical, ethical and philosophical) to support the professional's personal philosophy for practice/behaviors in their area	
<p>PSLO 2</p> <p>1. Demonstrate knowledge of the relationship between physical activity and the conceptual foundations of Kinesiology.</p>	<p>Students will write an essay where they describe and explain the effect physical activity has had in their life. They will Identify connections from their experiences to the fundamental concepts of humans need to experience physical activity (leisure, self sufficiency, self expression, and health) and provide evidence to support their conclusions using the sub-disciplines of Philosophy, History, Psychology, Biomechanics, and Physiology.</p>	<p>A-level work will describe and explain three fundamental concepts (self sufficiency, self expression, leisure/health) of humans need to experience physical activity in their life. Students will identify and discuss experiences from their own lives citing three examples to support each of the three fundamental concepts of humans need for physical activity in their life.</p> <p>C-level work will describe and explain three fundamental concepts (self sufficiency, self expression, leisure/health) of humans need to experience physical activity in their life. Students will identify and discuss experiences from their own lives citing 1 example to support each of the three fundamental concepts of humans need for physical activity in their life.</p>	<p>Same as above</p>

<p>PSLO 3</p> <p>1. Identify career and/or education options in Kinesiology/Physical Education, and formulate an action plan to successfully pursue and attain those options.</p>	<p>Students will be assigned a final paper where they interview a professional in the field of sports or physical activity to determine how that person developed their professional philosophy. They then will write an essay discussing how the historical, ethical and philosophical foundations in physical activity have helped the professional they interviewed develop his/her own professional philosophy.</p>	<p>A-level work will identify and describe all five pathways for a career in Kinesiology, give two examples of job titles in each, and two professional training requirements to practice in these fields.</p> <p>C-level work will identify and describe all five pathways for a career in Kinesiology, give one example of job titles in each, and one professional training requirement to practice in these fields.</p>	<p>Same as above</p>
<p>PSLO 4</p> <p>1. Utilize critical thinking skills to identify research methods and apply them in an evaluative process to draw conclusions.</p>	<p>Students will write an essay where they describe and explain the effect physical activity has had in their life. They will identify connections from their experiences to the fundamental concepts of humans need to experience physical activity (leisure, self sufficiency, self expression, and health) and provide evidence to support their conclusions using the sub-disciplines of Philosophy, History, Psychology, Biomechanics, and Physiology.</p>	<p>A-level work will describe and explain three fundamental concepts (self sufficiency, self expression, leisure/health) of humans need to experience physical activity in their life. Students will identify and discuss experiences from their own lives citing three examples to support each of the three fundamental concepts of humans need for physical activity in their life.</p> <p>C-level work will describe and explain three fundamental concepts (self sufficiency, self expression, leisure/health) of humans need to experience physical activity in their life. Students will identify and discuss experiences from their own lives citing 1 example to</p>	<p>Same as above</p>

		support each of the three fundamental concepts of humans need for physical activity in their life.	

Part 3: Assessment Findings

We have found through District Research that a total of 62 AAT Kinesiology Degrees have been awarded from the start of the program in the 13-14 academic year, through the 16-17 academic year. The exact numbers per academic year are as follows:

2013-14 7
2014-15 20
2015-16 18
2016-17 17

Through discussion with students and Science Professors, we feel that the inability for students to enroll in the limited number/sections of Anatomy and Physiology classes offered has been a main hurdle for AAT completion. These classes are 2 of the main lower division requirements for Kinesiology majors. Students are challenged just getting enrolled/finding a space in the class, as they compete with Nursing and Bio majors for the seats. Students are not willing to extend their stay at LMC for another academic year and choose to take the classes at the 4 year level if they have 60 units and are ready for transfer otherwise.

Part 4: Next Steps

We are not sure how to address this issue of space in the Anatomy/Physiology classes. We feel that students are transferring and continuing to pursue the Kinesiology Degree at the 4 year level, as the Kinesiology major continues to trend upward across the State and Country. We understand the students perspective in regards to moving forward as quickly as possible with transfer, knowing that a BS Degree is mainly their end goal.

With past Biology department chair, there was discussion in regards to offering Anatomy/Physiology section to a cohort of Kinesiology students. We discussed that this may be a way to get our Kinesiology students enrolled into these classes and that in working together as a cohort, we may see a successful outcome in course completion rates. We also discussed the idea that a section specific to Kines majors could be taught with application to physical activity, when appropriate.

Part 5: Report Summary

We would like to know, in relation to PSLO 3.....1) how many students are transferring to a 4 year institution to continue the Kinesiology degree 2) of those students, how many are transferring with the AAT completed. We think students are choosing to transfer/pursue a degree in Kinesiology with their GE requirements met but not necessarily the AAT Kines.

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Finally, our discussion was not pursued mainly due to Biology scheduling challenges. Possibly in the future, as the Brentwood campus opens (?), there will be space to consider offering a section specific to Kinesiology majors, or at least more space available for students to enroll. In doing so, we may

- 1) meet more students need for lower division major requirements of Anatomy and Physiology
- 2) increase the number of AAT Kinesiology degrees awarded at LMC.

Although we believe it is in the students best interest to finish their Anatomy/Physiology requirements at the JC level, we are satisfied knowing that students are transferring with the intention of a BS degree in Kinesiology, and that degree was identified and chosen at LMC