

2021 - 2022



Program (ALP) - Kinesiology and Sport Science BS

College or Division: Education and Professional Studies

Department: Kinesiology and Human Performance

Assessment Coordinator: Dr. Shanna Moody

Strategic Plan Goal(s) Supported: Strategic Goal 1 - Promote growth in academics - research - and artistic excellence

Program Marketable Skills have been identified: Yes

Program Marketable Skills: Communication, Collaboration, Creativity, Career Readiness, and Critical Thinking

Marketable Skills Dissemination Strategy: Communication - Students will be asked to submit formal writings, produce PowerPoint presentations, as well as oral presentations in various courses.

Collaboration - Students will participate in Project Based Learning and Service Learning Projects in various courses.

Creativity - Students will be given the freedom to produce academic artifacts of different mediums throughout various courses.

Career Readiness - Students will have the opportunity to sharpen their professional skills in their respective Kinesiology field.

Critical Thinking - Students will be asked to problem solve a myriad of hypothetical, real world problems in various courses.

Statement of Purpose: KES - Knowledge / Excellence / Service

Mission: The Kinesiology and Human Performance department provides a diverse curriculum with a learning environment that prepares students for careers in a variety of health, fitness, sport and recreation fields as well as educational endeavors, including public school teaching, coaching and athletic training. Many students choose to continue their education in our online master's degree program in Health and Human Performance or pursue graduate training in allied health fields

Vision: To provide a healthy, vibrant community of engaged scholars who actively participate in teaching, research and service

We do this through:

- Excellence in the classroom
- Providing co-curricular activities
- Participation in professional development

Some of the initiatives we utilized in 21-22 and will continue building on were:

- outdoor recreation
- campus wellness
- aquatics
- lab & tutor space
- recreation activities
- kinesiology club
- professional development points for students

The Department of Kinesiology and Human Performance at Sul Ross State University provides training to prepare students for success in their chosen Kinesiology profession. Students demonstrate their knowledge, skills, and abilities through written communication in core Kinesiology content and application through student internship experiences in various Kinesiology fields and then use these experiences to enhance their communication, collaboration, creativity, career readiness, and critical thinking skills. This combination of skills coupled with the small class sizes the Kinesiology department prepares the students for their future careers.

Students who graduate from Sul Ross with a degree in Kinesiology will go on to find success in a myriad of professions such as physical educators, athletic coaches, athletic trainers, strength & conditioning coaches, personal trainers, or go on to post graduate allied health programs such as physical therapy or occupational therapy school. Students will be prepared for these fields by having been in classes taught by the highest of qualified instructors, who each have unique expertise and experiences in various kinesiology fields and use this experience to enhance the students' Communication, Collaboration, Creativity, Career Readiness, and Critical Thinking skills.

The faculty within the Kinesiology department come from a variety backgrounds within the field including international experiences and certifications,. These experiences allow for faculty to better connect with students and for students to be more fully engaged in the highest levels of learning from real world experiences.

Full-Time Faculty

- Dr. Chris Herrera, Department Chair
- Dr. Billy Jack Ray, Graduate Program Coordinator
- Dr. Shanna U. Moody, Undergraduate Program Coordinator

Part Time Faculty

- Dr. jim Hector, former Department Chair
- Antuan Washing
- Billy Laxton
- Anya Malloch
- A. Maestas
- Mary Powers, GA
- Samantha Cardenas, SR graduate
- Britney Berumen, SR graduate
- Will Greer, GA

As recent graduate Tristen Licon stated, "The Sul Ross State University Kinesiology Department has played a large role in the academic and athletic success and experiences that have come with being a Lobo. I was given the opportunity to meet amazing people including well- knowledgeable professors who have helped prepare me for my future career as a coach. Each student is given endless opportunities to be the best they can be through the support of everyone around in the Kinesiology department. I am forever grateful to be a part of the Sul Ross family."

Annual Updates

2021 - 2022

Evidence of Improvement from Previous Assessment Cycle: In review, the results from 20-21 to 21-22 did not demonstrate significant changes in student learning. The research paper scores in SLO1-A went from 84.5% to 80% meeting the goal of a score of 80 or higher still not achieving the target of 90%. The scores reported for SLO1-B were split up to report two different classes separately. Our undergraduate students in PE 1301 Introduction to Physical Fitness demonstrated that they are adapting to our online digital textbook and flipped classroom style of learning with 95% of students achieving the target of a score of 80 or better on a comprehensive exam. This teaching

method is being adopted by more of the faculty and utilized at all levels from 1000 level courses and even into our graduate program. We are seeing great success with this model and will continue to adapt and utilize these tools. However, our students in upper level KES 4301 Test and Measurements struggled with a more traditional style of comprehensive exam, not offered in the flipped classroom style with digital online textbook, with only 36% of students enrolled achieving the target of a score of 80 or better on the end of semester comprehensive exam. This demonstrates that we must adapt our teaching and assessment styles to match our students learning styles.

SLO2 primarily focuses on the learning outcomes of our students enrolled in KES 4360 - Practicum in Kinesiology. In this course the students complete a 150-hour internship at the kinesiology-related site of their choosing. They seek out the internship site and negotiate the terms of the arrangement with their site supervisor. This gives the students an opportunity for a hands-on or applied learning experience. Again, another high impact practice proven successful in higher education. The changes in this SLO2 are hard to evaluate from 20-21 to 21-22 due to the COVID pandemic limiting participation in the previous AY and the changes we are seeing in the job market. SLO2-A assesses the students on their ability to create an ePortfolio product. There was a major decrease in success, dropping from 93% of students achieving the target in 20-21 to only 66.6% of students scoring 80 or better on their ePortfolio submission. The biggest challenge here was not the quality of the product students were submitting, but instead the lack of submissions by students. (See below for more detailed explanation). SLO2-B assessed the evaluation of student interns by their site supervisor and cannot be compared from 20-21 to 21-22 because the students were not able to complete their internships, thus not evaluated. However in 21-22, 100% of students in the Fall & Spring internship experience were successfully scored by their supervisors at an 80 or better. This demonstrates the quality of students attending Sul Ross, the proper preparation of students in the Kinesiology department before their internships, and the correct placements and supervision of interns within the experience. This evaluation is of great value and needs to continue to be evaluated. See SLO3 for more details.

Finally, SLO3 assesses intellectual and practical skills of critical thinking, communication, and team work. SLO3-A evaluates the ability of the students to successfully create and communicate a powerpoint presentation to their peers, Specifically the assessment looked at KES 2340 - Principles of Athletic Coaching. The communication and creative thinking ability of students in this class is especially important as it relates to their career of teaching and coaching young adults. The number of students who were able to successfully (score of 80% or higher) increased from 20-21, where the target fell just short at 87.5% to an increase to 93.7% of students who scored a B or higher on their presentation. Having students get comfortable speaking and presenting at such an early point in their academic careers is an exceptional success of the kinesiology department. This is a method of student evaluation that should be utilized in more classes. SLO3-B assesses the students ability to think critically and communicate effectively in a written format to self-reflect on their learning experiences. This year we utilized data from multiple courses to evaluate this skill. Students in KES 4360 Practicum in Kinesiology fell just shy at the target with only 88% of students scoring a B or higher, similar to 20-21 where 89.5% met the target. In KES 3316 (River Rec) and KES 3318 (Mountain Rec) students again fell shy of the target with only 86% of students meeting the goal of a B or higher on the reflection paper. The students in all 3 of these classes are mainly upper level students. It appears that one challenge is the small class size where only 1 students grade can determine if we meet or miss the target. Another factor may be that more writing assignments need to be assigned in lower level classes to prepare the upper level students for the caliber of expectations of these assignments. Additionally, the department needs to ensure that faculty are providing thorough instructions with expectations and giving students the grading rubric in advance of the due states so that students have the opportunity to understand how they will be evaluated. Finally, this assignment requires creativity and critical thinking of the students that are not expected in many other courses or assignments. There is no fact or number to memorize or book/website to pull the information from. They must reflect on their own personal experiences and utilize higher levels of thinking from Bloom's Taxonomy. The department chair, Dr. Chris Herrera has put effort into working with the department faculty to create greater understanding of this taxonomy, appropriate utilization of the different levels, and variety of task assignment.

Further, when you take a deep dive into the results; the numbers demonstrate that we were only one student away from achieving the target in many instances. As has been noted with several courses, the lack of student submissions (students who get a grade of zero for not turning in anything at all) is more detrimental to our target achievement than the demonstration of knowledge or abilities by our students. Therefore, the faculty need to continue to provide the content of their courses in the manner that they are but need to put more emphasis on student success. Possibly working more closely with the SSS office and utilizing the early alert system to catch students who are falling behind and not submitting work at the beginning of the semester to prevent students from dropping off before the end of the course. Additionally an evaluation of the grading structure could be completed to determine if the assignments are weighted properly to reinforce full participation from students in all assignments of the course.

In closing, the Kinesiology faculty strive to shape future leaders. The Department of Kinesiology and Human Performance always seek to promote the total well-being of

students, not only for a career, but for a lifetime.

-
Review History: Reviewer #1 Name, Date, and Comments: Christopher P. Herrera, June 29, 2022

Comments: First, I must note that Dr. Moody was assigned to become the program coordinator in December - halfway through this academic assessment year. While this did not allow Dr. Moody to create these SLOs it does provide a 'birds eye view' - or fresh/third party evaluation of this program's assessment. (Dr. Moody; I commend you for a very thorough summary of the undergraduate BS in Kinesiology & Human Performance program). The presentation of results is clear and emphasis on making improvement is clear in the use of results. Below is a summary of additional feedback.

SLO1 may require re-write to more accurately reflect the program initiatives. As written, the SLO assesses written competency yet many of the courses require students to complete a final project - not an exam. It might be useful to develop a general scoring rubric that one or more faculty can use in core kinesiology classes to assess this adapted student learning outcome.

SLO2 focuses on the student's ability to apply their knowledge skills and abilities in a new and professional setting. As noted in your use of results, there may be barriers in students using technology - and more importantly the value of the e-portfolio may be limited to support career readiness. In addition to the use a more traditional resume and cover letter, the mock interview aligns well with the program's marketable skills. Further, the mock interview could incorporate both virtual and face to face modalities - which might prove helpful to the future graduate (e.g. suppose the have a virtual interview but have not practiced that - or vice versa with a face to face).

In SLO3-A, the use of a presentations to demonstrate communication is well founded, it may be more beneficial to our program if we use a core kinesiology class - as opposed to KES 2340 which is an elective/concentration for teaching/coaching career paths.

-

Student Learning Outcomes

Assessment Methods

Results

Application of Results

SLO 1 - Knowledge of Human Cultures and the Physical and Natural World Through study in the areas of Exercise Science, Sport Management, K-12 Physical Education, Sport Psychology, and other sport, health, wellness, and fitness related academic foci. Students will demonstrate written comprehensive competency in Core Kinesiology Theories in the courses listed: PE 3307- Kinesiology, PE 3305- Motor Development, PE 4301- Test and Measurements, and KES 3305- Physiology of Exercise.
Outcome Status: Active
Start Date: 12/19/2018

Written Assignment - a. Students will be assigned a research paper on Core Kinesiology Theory. Faculty will use a scoring rubric to evaluate student proficiency levels.
Target: 90% of all students will score 80% or higher on the term paper.

Reporting Period: 2021 - 2022
Conclusion: Target Not Met
Students in [KES 3307 - Kinesiology] were required to complete a research project paper in both Spring 21 and Fall 22 on the core concepts of kinesiology theory.
n=47 (90% = 42)
average grade = 79.5
grade range = 0-98
90-100 = 9
80-89 = 29
70-79 = 5
0-69 = 4
Only 38 (80%) of the students enrolled in 3307 achieved the target of a score on the paper of 80% or higher. Therefore the target (42) was not met. (06/21/2022)

Application of Results: The department fell 10% short of meeting this target. Upon evaluation, it was determined that one challenge with reaching the target was getting all students to submit the assignment. The lowest grades were zero which were assigned to students who did not submit anything for the project. Therefore, more weight needs to be given to the assignment in the overall grading scheme of the course to reinforce the importance of the assignment. This goal is realistic if all students submit the assigned work.

Student Learning Outcomes

Assessment Methods

Results

Application of Results

Exam/Quiz - In Course - b. Students will take a comprehensive exam over core theories in kinesiology. the test will be given in PE 4301.
Target: 90% of all students will score 80% or higher on the exam.

Reporting Period: 2021 - 2022
Conclusion: Target Met
Students enrolled in [PE 1301- Introduction to Physical Fitness & Sport] in Spring 21 and Fall 22 were assigned a comprehensive exam over the culmination of knowledge of the field of kinesiology through the Connect digital software. This test covered 12 chapters of content which included the history of physical education and sport; health-related fitness concepts; nutrition for sport and athletics; career opportunities in Kinesiology; and objectives and principles of Kinesiology.
n= 45
test average = 89.35
score range = 0-97
90-100 = 37
80-89 = 6
70-79 = 1
0-69 = 1
95% of students achieved the target of a score of 80% or better on the comprehensive test. (06/21/2022)

(06/21/2022)

Application of Results: PE 1301 is a core class for all Kinesiology majors regardless of concentration. This course introduces foundational knowledge that is essential for the student to understand before moving into higher level courses. The scores on this exam help reinforce several key strategies of the department: including the utilization of a flipped classroom model, a type of blended learning where students are introduced to content at home and practice working through it at school. The use of Connect digital textbook software is embedded in multiple courses at all levels within the department and exposing students to this style of learning early on in their education helps to solidify their understanding and use of it. (05/20/2022)

Reporting Period: 2021 - 2022
Conclusion: Target Not Met
Students enrolled in [KES 4301 - Test & Measurements] in the Spring of 2022 where required to take an end of semester comprehensive exam. The content of this exam covered statistical analysis of results from fitness, skill and health tests and assessments performed in all Kinesiology settings.
n=22
test score average = 78
score range = 56-100
90-100 = 6
80-89 = 2
70-79 = 6

Application of Results: The students in KES 4301 were provided with an abundance of study materials and resources to prepare for the exam in addition to participating in the lessons throughout the semester. The students failed to study for the exam and take it seriously. In consideration, the weight of the exam grade on the overall grade for the course is too low to place emphasis on preparation and success on the exam. The

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
		<p>0-69 = 8 Only 36% of students achieved the target of a score of 80 or better on the comprehensive exam. Only 64% of students achieved a passing grade. And 36% of students failed the assignment with a score ranging between 56-69. (06/21/2022)</p>	<p>knowledge gleaned from this course is core content that needs to be mastered by Kinesiology students to ensure their success in this field. Therefore, a better explanation of the importance of the final exam should be reinforced from the beginning of the semester, in the syllabus and throughout the semester. (06/21/2022)</p>
<p>SLO 2 - Integrative and Applied Learning, including: A) Synthesis and advanced accomplishment across specialized studies through internship</p> <p>Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus</p> <p>Demonstrated through the application of knowledge, skills, and responsibilities to new and familiar settings and through addressing complex problems in Kinesiology-related areas.</p> <p>Students must quantify student internship experience in the form of a student portfolio that will be presented to KES 4360- Practicum in Kinesiology.</p> <p>Outcome Status: Active Start Date: 12/19/2018</p>	<p>Portfolio Review - a. Students will compile a portfolio based on their internship experiences. Faculty will use a scoring rubric to evaluate the portfolios. Target: 90% of the students will score 80% or higher on their internship portfolio.</p>	<p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met Students in [KES 4360 - Practicum in Kinesiology] were required to complete an internship that included the creation of an ePortfolio in both Spring 21 and Fall 22. The ePortfolio allowed students to create a digital showcase of their academic knowledge, skills and experiences for future employers. n=21 (90% = 19) average grade = 70 grade range = 0-100 90-100 = 9 80-89 = 5 70-79 = 3 0-69 = 4 Only 14 (66.6%) of the students enrolled in 4360 achieved the target of a score on the ePortfolio project of 80% or higher. Therefore the target (19) was not met. (06/21/2022)</p>	<p>Application of Results: The ePortfolio while valuable does present challenges. In addition to compiling the required information, such as references, personal bio, work experiences, related academic experiences, samples of their work, etc. it also requires the students to acquire knowledge of web design and technical skills of building a website. Unfortunately, not every student has easy access to a computer or the prerequisite knowledge and skills in technology and website development to complete the assignment. This resulted in some non-completion grades. Additionally the use of ePortfolio's in job searches and interviews has not taken off and become as common as was anticipated. For upcoming AY the students will instead be asked to complete a more traditional resume, cover letter and mock interview to better prepare them</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
	<p>Survey - b. Students in the internship and their supervisors will both complete a survey on the internship experience- course KES 4360 Practicum in Kinesiology.</p> <p>Target: All ratings for both students and the internship supervisors will be 80% or higher.</p>	<p>Reporting Period: 2021 - 2022</p> <p>Conclusion: Target Met</p> <p>Students in [KES 4360 - Practicum in Kinesiology] were required to complete an internship experience in both Spring 21 and Fall 22 in a kinesiology-related setting. Within this experience they were supervised by a site supervisor at the location of their internship. This supervisor completed a final evaluation of the students performance. The ratings on this evaluation were used to determine if our students were successfully applying the knowledge, skills and abilities that were learned through course into a real-world setting.</p> <p>n= 25 (90% = 22) average rating = 99 grade range = 80-100 90-100 = 24 80-89 = 1 70-79 = 0 0-69 = 0</p> <p>On the evaluation scores 25 (100%) of the students enrolled in 4360 achieved the target of a score on the evaluation of 80% or higher. Therefore the target (22) was exceeded. (06/21/2022)</p>	<p>for job searches within the Kinesiology field. (06/21/2022)</p> <p>Application of Results: The value of an internship experience for Kinesiology majors is beyond measure. The use of an evaluation by the site supervisor provides an opportunity for community connection of the site with Sul Ross. This extends the reach of Kinesiology department beyond the campus to the surrounding community and allows our students to participate in a valuable service learning project. Their service contributes to the operations of the site. The evaluation of the supervisor helps give the students feedback on their performance, helps hold the student accountable to the quality of work they are providing, and allows the kinesiology faculty to evaluate the knowledge and skills we are embedding into our curriculum prior to the internship experience. The rating system needs to be re-evaluated to ensure that the questions asked provide the department with the knowledge needed to correctly prepare our students and the ensure that the qualities evaluated align with the departmental goals as well. (06/21/2022)</p>
<p>SLO 3 - Intellectual and Practical Skills, including:</p>	<p>Presentation/Performance - a. Students will create a power point</p>	<p>Reporting Period: 2021 - 2022</p> <p>Conclusion: Target Met</p>	<p>Application of Results: The creation and presentation of a</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>A) Critical thinking Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion</p> <p>B) Written communication Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.</p> <p>C) Oral communication Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behavior.</p> <p>D) Teamwork Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)</p> <p>Practiced extensively, across the Kinesiology curricula, in the context of progressively more challenging problems, projects, and standards for</p>	<p>presentation on communication methods and human relations.interpersonal skills. Faculty will evaluate student work with a scoring rubric. Target: 90% of participants will score 80% or higher on their power point presentations.</p> <p>Written Assignment - b. Students will complete a short writing reflection on their communication-related service. Target: Using the QEP scoring rubric, 90% of the students will score 80% or higher on the writing reflection.</p>	<p>Students in [KES 2340 - Principles of Athletic Coaching] were required to prepare and present a PowerPoint presentation in both Spring 21 and Fall 22 on theory, teamwork, philosophy and application of their kinesiology knowledge. n=16 (90% = 14) average grade =91 grade range = 70-98 90-100 = 10 80-89 = 5 70-79 = 1 0-69 = 0 Of the 16 students enrolled in 2340, 15 (93.7%) achieved the target of a score on the powerpoint of 80% or higher. Therefore the target (14) was met. (06/21/2022)</p> <p>Reporting Period: 2021 - 2022 Conclusion: Target Not Met Students in [KES 4360 - Practicum in Kinesiology] were required to complete a written reflection paper in both Spring 21 and Fall 22 on the application of the knowledge skills and abilities in their internship setting. n=25 (90% = 22.5) average grade = 85.75 grade range = 50-100 90-100 = 17</p>	<p>powerpoint over theory, teamwork, philosophy and application of kinesiology knowledge in KES 2340 helps future coaches and teachers achieve the goals of critical thinking and oral communication. The use of oral presentations in classes, should be utilized by more kinesiology classes. The inclusion of this assignment in a lower level class helps get kinesiology students involved and comfortable in front of their peers at an early point in their education. Therefore giving them time to continue to develop and improve this skill in the remainder of their time seeking their degree. This lesson could be expanded to incorporate the other two components, teamwork and written communication by having the students give the presentation as a group and write out a paper to accompany the presentation. For the future more classes will be included in the results for power point presentations. (06/21/2022)</p> <p>Application of Results: KES 4360 - Practicum gives the students an opportunity to spend 150 hours in a real-world setting of their choosing to practice applying their knowledge skills and abilities. The reflection assignment challenges them to evaluation the experience and their performance on multiple</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
<p>performance.</p> <p>Outcome Status: Active</p> <p>Start Date: 12/19/2018</p>		<p>80-89 = 5</p> <p>70-79 = 0</p> <p>0-69 = 3</p> <p>Of these 22 (88%) of the students enrolled in 4360 achieved the target of a score on the paper of 80% or higher. While, 12% (3) were below the target score. There were no grades of zero for non-submission. Therefore the target (22) was met. (06/21/2022)</p>	<p>levels while also reflecting back on what coursework prepared them for the experience and what other knowledge or skills they wish they had acquired prior to the experience. The insights gleaned from the reflection are helpful to the student inter, the internship site supervisor and the faculty of the kinesiology department. Therefore, there is continued value in including this assessment in the annual department evaluation. Potentially the metric of rating could be evaluated in that the score on the paper might not be as valuable as other information evaluated, perhaps a student rating of the within the reflection could prove more useful. But overall, as the assignment and goals are written now, the Kinesiology department is successfully producing quality interns who are able to effectively reflect on their academic experiences and evaluate the program and themselves in hindsight. (06/21/2022)</p>
		<p>Reporting Period: 2021 - 2022</p> <p>Conclusion: Target Not Met</p> <p>Students in [KES 3316 - River Recreation and KES 3318 - Mountain Recreation] were required to complete a written reflection paper in both Spring 21 and Fall 22 on the experiential learning opportunities build into the class.</p> <p>n=30 (90% = 27)</p> <p>average grade = 86.25</p> <p>grade range = 0-100</p> <p>90-100 = 22</p>	<p>Application of Results: River Rec (KES 3316) and Mountain Rec (KES 3318) are unique courses to the Department of Kinesiology and Human Performance at Sul Ross State University. These are not predominant classes in all Kinesiology departments and give Sul Ross an opportunity to offer courses that help market the</p>

<i>Student Learning Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Application of Results</i>
		<p>80-89 = 4 70-79 = 1 0-69 = 3 Only 26 (87%) of the students enrolled in 3316 & 3318 achieved the target of a score on the paper of 80% or higher. Therefore the target (27) was not met. Note:There was 1 non-submission grade of zero (0). The exclusion of this score would have helped us achieve this target. (06/21/2022)</p>	<p>program and allow us to stand out from other universities. The experiential learning done in these classes is a prime example of high impact learning practices that are known to best support student success. The reflection paper affords the students to utilize their creativity, critical thinking and written communication skills to evaluate the skills, abilities and teamwork that they experienced while on the river or mountain trips. The skills in these classes are lifetime skills. When students can reflect on the experience it gives them the opportunity to fully actualize and process what they have done, accomplished and how it can be transferred to other areas of their personal and professional lives. The numbers demonstrate that we were only one student away from achieving the target. As has been noted with other courses, the lack of student submissions (students who get a grade of zero for not turning in anything at all) is more detrimental to our target achievement than the demonstration of knowledge or abilities by our students. Therefore, the faculty need to continue to provide the content of their courses in the manner that they are but need to put more emphasis on student success. Possibly working more closely with the SSS office and utilizing</p>

*Student Learning
Outcomes*

Assessment Methods

Results

Application of Results

the early alert system to catch students who are falling behind and not submitting work at the beginning of the semester to prevent students from dropping off before the end of the course. Additionally an evaluation of the grading structure could be completed to determine if the assignments are weighted properly to reinforce full participation from students in all assignments of the course.
(06/21/2022)