

PROGRAM ASSESSMENT SUMMARY

AOE- KINESIOLOGY, HEALTH AND WELLNESS
FALL 2019

407

Students

70%

Benchmark

92%

Scored 2 or
above

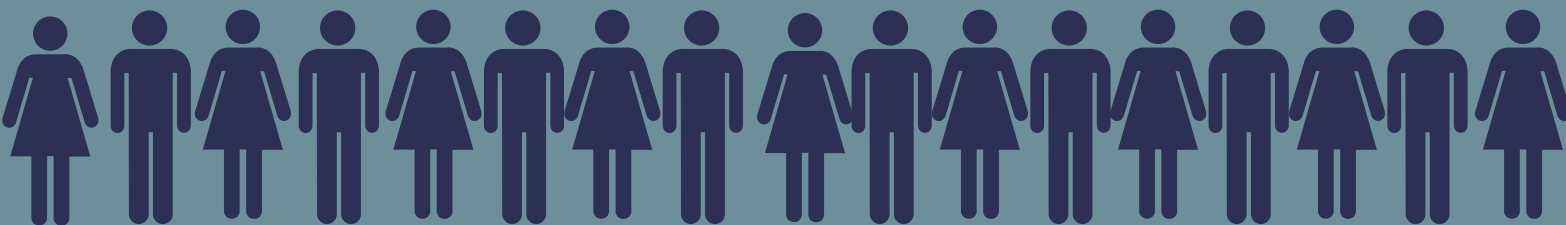
Percent of all students that scored a 2
or above (met minimum level of
competency or above) on PLO 1 and 3.

More than half of
participating students
scored a
4-strong evidence of
competency.



Disproportionate Impact

There were no significant low
performing groups.



Courses Involved
GUI-47, 48, KIN-A40, A41,
A46, 30, and 38.



3.03

AVERAGE
NUMBER OF
UNITS
COMPLETED
IN PROGRAM

20

SECTIONS
ASSESSED

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Kinesiology, Health and Wellness PLO 1

PLO(S) ASSESSED: Analyze understanding of the impact life choices have on overall human health and apply this knowledge to maintain healthful living appropriate to the situation.

COURSES INVOLVED: KIN-A40, KIN-A41, KIN-A46, KIN-38, GUI-47, and GUI-48.

ASSESSMENT METHOD: Based on the rubric below, rated each student in class on an artifact (test/quiz, project, assignment, etc.) that mapped to above PLO:

0- NO EVIDENCE OF COMPETENCY

1 - VERY LIMITED EVIDENCE OF COMPETENCY, NOT PASSING

2 - EVIDENCE OF COMPETENCY IS LIMITED, BUT PASSING

3 - ADEQUATE EVIDENCE OF COMPETENCY

4 - STRONG EVIDENCE OF COMPETENCY

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	248
Average number of total units completed:	21.48
Average number of units completed in program:	2.33
Percent of all students at 2.0 or above on PLO Assessment:	92.3%

PLO Score	Frequency	Percent
0	11	4.4%
1	8	3.2%
2	20	8.1%
3	35	14.1%
4	174	70.2%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 0 units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 0 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	94.0%	3.49	150
GRP 2-PROGRAM (almost) COMPLETERS	89.8%	3.33	98

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=-1.107, p=.270)

PLO ASSESSMENT SUMMARY

* If a group's average PLO assessment score was significantly higher than the other group, there was less than 5% probability that this occurred by chance. We are inferring that a significantly higher average PLO assessment score for a group indicates greater mastery of the PLO.

SUMMARY OF PROGRAM ASSESSMENT RESULTS DISAGGREGATED BY ETHNICITY, AGE, & GENDER

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	100%	25	1.00
	Asian	93.8%	16	
	Hispanic	92.4%	145	.92
	White	88.5%	52	.89
	Filipino			
	American Indian	100%	1	
	Pacific Islander			
	Two or more	85.7%	7	
	Unknown	100%	2	
AGE	24 and below	92.0%	201	.98
	25 and above	93.6%	47	1.00
	Unknown			
GENDER	Female	90.3%	156	.94
	Male	95.6%	90	1.00
	Unknown	100%	2	

*Disproportionately impacted group

PLO ASSESSMENT SUMMARY

PROGRAM: AOE Kinesiology, Health and Wellness PLO 3

PLO(S) ASSESSED: Identify and interpret the role of individual decision making processes to the development of strategies concerning personal health and wellness.

COURSES INVOLVED: KIN-30, KIN-38, KIN-A40, KIN-A41, and KIN-A46.

ASSESSMENT METHOD: Based on the rubric below, rated each student in class on an artifact (test/quiz, project, assignment, etc.) that mapped to above PLO:

0- NO EVIDENCE OF COMPETENCY

1 - VERY LIMITED EVIDENCE OF COMPETENCY, NOT PASSING

2 - EVIDENCE OF COMPETENCY IS LIMITED, BUT PASSING

3 - ADEQUATE EVIDENCE OF COMPETENCY

4 - STRONG EVIDENCE OF COMPETENCY

BENCHMARK:

- At least 70% of the advanced group in my program will score 2.0 or above

SUMMARY OF PROGRAM ASSESSMENT RESULTS

Total number of students involved in PLO assessment:	159
Average number of total units completed:	32.36
Average number of units completed in program:	4.13
Percent of all students at 2.0 or above on PLO Assessment:	91.2%

PLO Score	Frequency	Percent
0	11	6.9%
1	3	1.9%
2	11	6.9%
3	44	27.7%
4	90	56.6%

YOUR PROGRAM WAS DIVIDED INTO 2 GROUPS DEFINED AS FOLLOWS

- GROUP 1—Program Beginners: 2 or less units completed in the program at the beginning of the fall semester.
- GROUP 2—Program (almost) Completers: More than 2 units completed in the program at the beginning of the fall semester.

	% AT OR ABOVE 2 ON PLO	AVERAGE PLO SCORE	TOTAL # IN GROUP
GRP 1-PROGRAM BEGINNERS	92.9%	3.37	70
GRP 2-PROGRAM (almost) COMPLETERS	89.9%	3.16	89

Group 2 average PLO assessment score was not significantly higher than Group 1. (t=-1.187, p=.237)

PLO ASSESSMENT SUMMARY

* If a group's average PLO assessment score was significantly higher than the other group, there was less than 5% probability that this occurred by chance. We are inferring that a significantly higher average PLO assessment score for a group indicates greater mastery of the PLO.

SUMMARY OF PROGRAM ASSESSMENT RESULTS DISAGGREGATED BY ETHNICITY, AGE, & GENDER

		% AT OR ABOVE 2 ON PLO	TOTAL # IN GROUP	DISPROPORTIONATE IMPACT (Not calculated if less than 20 students in group)
ETHNICITY	African-American	100%	7	
	Asian	86.7%	15	
	Hispanic	93.2%	88	1.00
	White	88.6%	44	.95
	Filipino			
	American Indian			
	Pacific Islander			
	Two or more	75.0%	4	
	Unknown	100%	1	
AGE	24 and below	91.1%	123	.99
	25 and above	91.7%	36	1.00
	Unknown			
GENDER	Female	88.7%	106	.92
	Male	96.2%	52	1.00
	Unknown	100%	1	

*Disproportionately impacted group



Participants

Ashlee Johnson, Assessment Coordinator, Associate Professor, Engineering Tech
 Greg Aycock, Dean of Institutional Effectiveness
 Caitlin Welch, Acting Research and Assessment Manager
 Tim Wallstrom, Associate Professor, Kinesiology
 Suzanne Witmer, Assistant Professor, Health Science/Kinesiology

Overview

AOE assessment is facilitated by the IE department in Fall 2019. 9 faculty participated in the assessment assignments for their courses, with a total of 7 courses and 20 sections assessed.

PowerPoint of summary of results for PLO 1 and an overall summary of PLOs 1 and 3 was presented (attached). The data summary and Infographic were emailed to participating faculty in advance of the discussion.

Discussion

- Do these PLOs align with the GELO-Self-Development & Global Awareness: Students will be able to develop goals and devise strategies for personal development and well-being. They will be able to demonstrate an understanding of what it means to be an ethical human being and an effective citizen in their awareness of diversity and various cultural viewpoints.
 - Yes, PLO 1 and 3 align
- Guidance courses are life skill courses, also an intro to KIN, fitness and wellness are all very practical courses that students can get a lot from. This could be why these courses are so highly attended and students score well.
- Students need to pass the CPR and first aid courses with a higher benchmark/score, usually the students are pre-nursing/ pre-med.
- Do these courses have prerequisites? No.
- Do we have disproportionate data for the GELOS? Yes, for past assessments facilitated by the IE department.
- African American students leading (the reference group) is unusual but great, in the GELO the reference group is white students.
- Question if there is something unique about these courses that leads to higher scores. All of the classes are very different, students may start with an interest in the course.
- What are the demographics in the classes? They are identified as very comparable to the rest of the campus.
- How were these PLOs developed? Started with an idea of global impact. Question, what impact do we want to have on our students?
 - The faculty and disciplines involved had a workshop/ group meeting where they worked on developing the PLOs together, then went back and work on them as individual departments.
 - Developed with an emphasis on Kinesiology but also wanted to address health and wellness.
 - The counselors worked with the Kinesiology Department and came to an agreement on the PLOs.
- Where do students usually go after they leave this type of program?



- Students come to faculty and tell them how some of these courses have changed their lives, they are living differently.
- Do you have a CTE component/ certificate?
 - We do not have the facilities to support the certificate
- Many of these courses are transferable – Students can use this AOE to peruse a personal training job while they are pursuing their secondary degree.
 - Students can and do transfer from Kinesiology to physical therapy and medical doctors.
- Surprised by the amount of Kinesiology students at Norco even without the needed facility. The interest is there, and it is increasing.
 - There are transferable courses that our students must take at other campuses because we do not have the facilities to support the courses.
 - Hoping for the GYM that is in our FMP.
 - We have an abundance of job opportunities for physical therapy degrees and certificates among other related fields in our area.
- How could we improve the PLOs? Increase or keep our assessment up in the related courses.
- Do you use Canvas for grading or assessment? Now that we are online some courses have integrated grading into Canvas, even face-to-face courses. Many assignments and projects are graded by a rubric. Would it help the grade to integrate into assessments? Yes, it would be extremely helpful.
- We are looking into an integration between Canvas and Nuventive.