NORCO COLLEGE ANNUAL INSTRUCTIONAL PROGRAM REVIEW

Unit: Kinesiology_

Please give the full title of the discipline or department. You may submit as a discipline or department as is easiest for your unit

Contact Person: Dr. Tim Wallstrom

Please send an electronic copy to the Vice President; Academic Affairs
Norco: Diane.Dieckmeyer@norcocollege.edu
If you are CTE: Kevin.Fleming@norcocollege.edu

Form Last Revised: December 2014

Norco College

Web Resources: http://www.rccd.edu/administration/educationalservices/ieffectiveness/Pages/ProgramReview.aspx

Annual Instructional Program Review Update
Instructions

***Please retain this information for your discipline's/department's use (or forward to your chair).**

The Annual Self-Study is conducted by each unit on each college and consists of an analysis of changes within the unit as well as significant new resource needs for staff, resources, facilities, and equipment. It should be **submitted *in draft* every year by March 15th** (or the first working day following the 15th), with final drafts due on **April 29th**, in anticipation of budget planning for the fiscal year, which begins July 1 of the *following* calendar year.

For Program Review data, please go to the following link:
http://www.norcocollege.edu/about/president/strategic-planning/programreview/Pages/index.aspx

The questions on the subsequent pages are intended to assist you in planning for your unit.

The forms that follow are separated into pages for ease of distribution to relevant subcommittees. **Please keep the pages separated** if possible (though part of the same electronic file), **with the headers as they appear**, and be sure to include your unit, contact person (this may change from topic to topic) and date on each page submitted. Don't let formatting concerns slow you down. If you have difficulty with formatting, Nicole C. Ramirez can adjust the document for you. Simply add responses to those questions that apply and forward the document to nicole.ramirez@norcocollege.edu with a request to format it appropriately.

If you cannot identify in which category your requests belong or if you have complex-funding requests please schedule an appointment with your college's Vice President for Business Services right away. They will assist you with estimating the cost of your requests. For simple requests such as the cost of a staff member, please e-mail your Vice President. It is vital to include cost estimates in your request forms. Each college uses its own prioritization system. Inquiries regarding that process should be directed to your Vice President.

Norco:	**VP Business Services**	**951-372-7157**

2015

Mission

Norco College serves our students, our community, and its workforce by providing educational opportunities, celebrating diversity, and promoting collaboration. We encourage an inclusive, innovative approach to learning and the creative application of emerging technologies. We provide foundational skills and pathways to transfer, career and technical education, certificates and degrees.

Vision

Norco – creating opportunities to transform our students and community for the dynamic challenges of tomorrow.

Goals and Strategies 2013-2018

Goal 1: Increase Student Achievement and Success

Objectives:

1. Improve transfer preparedness (completes 60 transferable units with a 2.0 GPA or higher).
2. Improve transfer rate by 10% over 5 years.
3. Increase the percentage of basic skills students who complete the basic skills pipeline by supporting the development of alternatives to traditional basic skills curriculum.
4. Improve persistence rates by 5% over 5 years (fall-spring; fall-fall).
5. Increase completion rate of degrees and certificates over 6 years.
6. Increase success and retention rates.
7. Increase percentage of students who complete 15 units, 30 units, 60 units.
8. Increase the percentage of students who begin addressing basic skills needs in their first year.
9. Decrease the success gap of students in online courses as compared to face-to-face instruction.
10. Increase course completion, certificate and degree completion, and transfer rates of underrepresented students.

Goal 2: Improve the Quality of Student Life

Objectives:
1. Increase student engagement (faculty and student interaction, active learning, student effort, support for learners).
2. Increase frequency of student participation in co-curricular activities.
3. Increase student satisfaction and importance ratings for student support services.
4. Increase the percentage of students who consider the college environment to be inclusive.
5. Decrease the percentage of students who experience unfair treatment based on diversity-related characteristics.
6. Increase current students' awareness about college resources dedicated to student success.

Goal 3: Increase Student Access

Objectives:
1. Increase percentage of students who declare an educational goal.
2. Increase percentage of new students who develop an educational plan.
3. Increase percentage of continuing students who develop an educational plan.
4. Ensure the distribution of our student population is reflective of the communities we serve.
5. Reduce scheduling conflicts that negatively impact student completion of degrees and programs.

Goal 4: Create Effective Community Partnerships

Objectives:
1. Increase the number of students who participate in summer bridge programs or boot camps.
2. Increase the number of industry partners who participate in industry advisory council activities.
3. Increase the number of dollars available through scholarships for Norco College students.
4. Increase institutional awareness of partnerships, internships, and job opportunities established with business and industry.
5. Continue the success of Kennedy Partnership (percent of students 2.5 GPA+, number of students in co-curricular activities, number of students who are able to access courses; number of college units taken).
6. Increase community partnerships.
7. Increase institutional awareness of community partnerships.
8. Increase external funding sources which support college programs and initiatives.

Goal 5: Strengthen Student Learning

Objectives:
1. 100% of units (disciplines, Student Support Service areas, administrative units) will conduct systematic program reviews.
2. Increase the percentage of student learning and service area outcomes assessments that utilize authentic methods.
3. Increase the percentage of programs that conduct program level outcomes assessment that closes the loop.
4. Increase assessment of student learning in online courses to ensure that it is consistent with student learning in face-to-face courses.
5. Increase the number of faculty development workshops focusing on pedagogy each academic year.

Goal 6: Demonstrate Effective Planning Processes

Objectives:
1. Increase the use of data to enhance effective enrollment management strategies.
2. Systematically assess the effectiveness of strategic planning committees and councils.
3. Ensure that resource allocation is tied to planning.
4. Institutionalize the current Technology Plan.
5. Revise the Facilities Master Plan.

Goal 7: Strengthen Our Commitment To Our Employees

Objectives:
1. Provide professional development activities for all employees.
2. Increase the percentage of employees who consider the college environment to be inclusive.
3. Decrease the percentage of employees who experience unfair treatment based on diversity-related characteristics.
4. Increase participation in events and celebrations related to inclusiveness.
5. Implement programs that support the safety, health, and wellness of our college community.

I. Norco College Annual Instructional Program Review Update

Unit: Kinesiology
Contact Person: Dr. Tim Wallstrom
Date: April 29, 2015

Trends and Relevant Data

1. **Have there been any changes in the status of your unit? (if not, please indicate with an "N/A")**

   a. Has your unit shifted departments? **N/A**

   b. Have any new certificates or complete programs been created by your unit? **N/A**

   c. Have activities in other units impacted your unit? **N/A**

2. **List your retention and success rates as well as your efficiency. Have there been any changes or significant trends in the data? If so, to what do you attribute these changes? Please list Distance Education, retention, success and efficiency separately.**

The Kinesiology Program has not experienced any significant changes during the 2014-15 Academic Year. The Program's numbers are consistent with previous years and are presented below.

Face-to-Face Retention: Kinesiology continues to enjoy some of the highest Retention Rates as displayed in the box below.

Retention Rate NORCO	2011-12	2012-13	2013-14
KIN Face-to-Face Lecture	91.25%	92.59%	91.74%

Face-to-Face Success: Similar to the statistics representing Retention, Success rates are some of the highest in the college as well. They are displayed here.

Success Rate NORCO	2011-12	2012-13	2013-14
KIN Face-to-Face Lecture	84.92%	83.10%	81.09%

In 2013-14 there was only a single online KIN course offered. It was KIN 4 Nutrition and the numbers for this course are displayed here.

Retention Rate NORCO	2011-12	2012-13	2013-14
KIN Online/Distance Education	80.23%	79.79%	85.87%

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Success Rate NORCO	2011-12	2012-13	2013-14
KIN Online/Distance Education	72.09%	73.40%	76.09%

Taking the Efficiency numbers for the semesters in the 13-14AY, the average Efficiency Rate for the entire college was 589.75. Efficiency Rates for Kinesiology over the same time period were **711.15**. These numbers suggest that the Kinesiology Program is significantly more efficient than most disciplines at the college. However, these numbers are consistent with previous academic years and are no surprise.

3. What annual goals does your unit have for 2014-2015 (please list the most important first)? Please indicate if a goal is directly linked to goals in your comprehensive. How do your goals support the college mission and the goals of the Educational Master Plan?

List the goals of your unit for 2014-2015	List activity(s) linked to the goal	Relationship of goal to mission and master plan	Limited to Distance Education?
Increase in number of Kinesiology sections offered to meet student demand.	The faculty of the Kinesiology discipline are advocating for additional academic and lab/activity sections to be offered in all terms of instruction.	This goal directly reflects the College's Mission, Master Plan, and Catalog Requirements. The Kinesiology courses are included in the category of Self Development in the College Catalog. We are currently prohibiting our students from obtaining their degrees by constraining access to KIN courses. By increasing the capacity of Kinesiology to offer courses to students, we will ensure that students achieve their desired degrees and that the aspect of Self Enrichment in the College Mission is attained.	No

Norco College Annual Instructional Program Review Update

Unit: Kinesiology
Contact Person: Dr. Tim Wallstrom
Date: April 29, 2015

Current Human Resource Status

4. Complete the Faculty and Staff Employment Grid below. Please list full and part time faculty numbers in separate rows. Please list classified staff who are full and part time separately:

Faculty Employed in the Unit			
Teaching Assignment (e.g. Math, English)	Full-time faculty or staff (give number)	Part-time faculty or staff (give number)	Distance Education
Kinesiology	2		
Kinesiology		11	1

Classified Staff Employed in the Unit			
Staff Title	Full-time staff (give number)	Part-time staff (give number)	Distance Education
IDS	.3	0	0

2015

5. Staff Needs

NEW OR REPLACEMENT STAFF (Administrator, Faculty or Classified)[1]

List Staff Positions Needed for Academic Year_____ **Please justify and explain each faculty request as they pertain to the goals listed in item #3.** Place titles on list in order (rank) or importance.	**Indicate (N) = New or (R) = Replacement**	**Annual TCP***	**Distanced Education**
1. FT Kinesiology Instructor Reason: The new instructor is needed to teach the additional Kinesiology courses added to meeting the goals of the Education Master Plan and the Norco College Mission Statement. Once this position is filled, it will also ensure that our students receive anecdotal academic advisement which is timely and accurate, thus improving their academic life.	**N**	**$90,000**	**0**

[1] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: Kinesiology

6. Equipment (including technology) Not Covered by Current Budget[2]

List Equipment or Equipment Repair Needed for Academic Year_____ **Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible.** Place items on list in order (rank) or importance.	*Indicate whether Equipment is for (I) = Instructional or (N) = Non-Instructional purposes	Annual TCO*				
		Cost per item	Number Requested	Total Cost of Request	EMP GOALS	Distance Education
1. Fitness Center Equipment Maintenance Reason: The $150,000 worth of equipment in the Fitness Center must have biannual maintenance in order to keep it in operable condition.	**I**	**$1,100**	**2**	**$2,200**	**#5**	**NO**
2.Storage Shelves Reason: Due to a lack of organized storage options, existing equipment for such classes as yoga and first aid, is simply stacked on the floor. This increases the likelihood of damage and theft.	**N**	**$450.00**	**5**	**$2,250**	**#5**	**NO**
3. Wall-Mounted fans for Fitness Center Reason: Air circulation is needed, especially on hot days when opening the doors and windows is ill-advised.	**N**	**$110.00**	**4**	**$440**	**#5**	**NO**
4. Bod Pod Reason: The importance of measuring body composition reaches across the Kinesiology curriculum with applications in multiple labs and assessments.	**I**	**$20,000**	**1**	**$20,000**	**#4 & #5**	**NO**

*** Instructional Equipment is defined as equipment purchased for instructional activities involving presentation and/or hands-on experience to enhance student learning and skills development (i.e. desk for student or faculty use).**
Non-Instructional Equipment is defined as tangible district property of a more or less permanent nature that cannot be easily lost, stolen or destroyed; but which replaces, modernizes, or expands an existing instructional program. Furniture and computer software, which is an integral and necessary component for the use of other specific instructional equipment, may be included (i.e. desk for office staff).
**** These requests are sent to the Business and Facilities Planning Council.**

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[2] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: Kinesiology

7. Professional or Organizational Development Needs Not Covered by Current Budget*[3]

List Professional Development Needs for Academic Year_____. Reasons might include in response to assessment findings or the need to update skills to comply with state, federal, professional organization requirements or the need to update skills/competencies. Please be as specific and as brief as possible. Some items may not have a cost per se, but reflect the need to spend current staff time differently. Place items on list in order (rank) or importance. Examples include local college workshops, state/national conferences.	Annual TCO*				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. NONE Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

*It is recommended that you speak with the Faculty Development Coordinator to see if your request can be met with current budget.

** These requests are sent to the Professional Development Committee for review.

[3] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Unit Name: Kinesiology

8. Student Support Services, Library, and Learning Resource Center (see definition below*) Services needed by your unit over and above what is currently provided by student services at your college. Requests for Books, Periodicals, DVDs, and Databases must include specific titles/authors/ISBNs when applicable. Do not include textbook requests. These needs will be communicated to Student Services at your college[4]

List Student Support Services Needs for Academic Year_____ Please list/summarize the needs of your unit on your college below. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time.	**EMP GOALS**	**Distance Education**
1. NONE Reason:		
2. Reason:		
3. Reason:		
4. Reason:		
5. Reason:		
6. Reason:		

*Student Support Services include for example: tutoring, counseling, international students, EOPS, job placement, admissions and records, student assessment (placement), health services, student activities, college safety and police, food services, student financial aid, and matriculation.

** These requests are sent to the Student Services Planning Council and the Library Advisory Committee.

[4] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

2015

Unit Name: *Kinesiology*

9. OTHER NEEDS AND LONG TERM SAFETY CONCERNS not covered by current budget[5]
** For immediate hazards, contact your supervisor **

List Other Needs that do not fit elsewhere. Please be as specific and as brief as possible. Not all needs will have a cost, but may require a reallocation of current staff time. Place items on list in order (rank) or importance.	**Annual TCO***				
	Cost per item	**Number Requested**	**Total Cost of Request**	**EMP Goals**	**Distance Education**
1. NONE Reason:					
2. Reason:					
3. Reason:					
4. Reason:					
5. Reason:					
6. Reason:					

These requests are sent to the Business and Facilities Planning Council, but are not ranked. They are further reviewed as funding becomes available.

[5] If your SLO assessment results make clear that particular resources are needed to more effectively serve students please be sure to note that in the "reason" section of this form.

Rubric for Annual Instructional Program Review - Part I only

Discipline: Contact Person: Dr. Tim Wallstrom

Reviewer: Average Score:

Area of Assessment	0 No attempt	1 some attempt	2 good attempt	3 outstanding attempt
1. Retention, success, and efficiency rates have been identified and reflected upon	No attempt to list retention, success, or efficiency data	Limited attempt to identify or discuss identified data	Clear attempt to identify and discuss identified data	Substantial attempt to identify and discuss/interpret identified data
2. There are annual goals for refining and improving program practices.	No annual goals stated	Limited/generic statement made regarding goal(s), lacks clarity or details	Clear statement made regarding goal(s), includes details	Well-defined statement made regarding goal(s), includes details, reasoning
3. Activities identified that support annual goals; connections made between goals/activities and Retention, Success, Enrollment, and Efficiency data	No attempt made to identify activities	Limited/generic statement about activities; very limited attempt to connect to data from question 2 (where logical)	Clearly stated activities that support the goal(s); clear connection made to data from question 2 (where logical)	Well-defined activities that logically support the goal(s); definitive connections made to data from question 2 (where logical)
4. The annual goals are linked to the Mission and Educational Master Plan (EMP) of NC.	No link between the annual goals and the Mission or EMP	Limited attempt to link goals to Mission and EMP	Clear attempt to link goals to Mission and EMP	Well defined connection made between goals and Mission and EMP
5. Resource requests have reasons identified and completed data fields, including estimated dollar amount.	No reasons identified and incomplete data fields; or reasons identified, but incomplete or empty data field	Limited/generic/basic reasons provided, data fields completed	Clear requests for resources, all data fields fully completed	Well defined reasons for resources, all data fields fully completed
6. Linkages made between EMP/Strategic Plan Goals (SPG) with reasons for resource requests	No linkage made between resource requests and EMP/SPG	Limited/generic/basic connection made between resource requests and EMP/SPG	Clear connection made between resource requests and EMP/SPG	Strong connection made between resource requests and EMP/SPG
7. The document is complete	No; there are incomplete sections			Yes; all sections are completed
Column scores				

Additional comments:

II. Norco College - Annual Assessment Update

Purpose – The purpose for completing an annual review is to provide an opportunity for reflection on all that has been accomplished and learned from your efforts in assessment. Assessments conducted in isolation from each other will yield interesting, important, or neutral information in and of themselves, but taking a holistic look back on the unit's accomplishment over the past year might also yield some insight. The annual review is a time to take stock of which courses and programs have undergone some scrutiny, and subsequently should help with planning for the upcoming year. This planning might include considering which other courses are ready for an initial assessment, or which might need a loop-closing assessment. Things we might learn in one cycle of assessment might actually help us to plan assessments in the next cycle, or might facilitate changes in other courses that weren't even included in the initial assessment. To this end, please complete the following with as much detail as possible. If you have any questions, please contact either Sarah Burnett at sarah.burnett@norcocollege.edu, or Greg Aycock at greg.aycock@norcocollege.edu.

1. Identify where you are in the cycle of SLO assessment for each course you assessed over the past year ***(fall 2013 - spring 2014).*** Each response will be individualized; this means each completed column might look a little different due to the nature of the cycle of assessment in which we engage. For example, you may have a course in which you are implementing improvements to close the loop on an initial assessment that was completed in a different year. You might also have a course that only has an initial assessment with report and you haven't yet completed any follow-up or improvement activities. Below you will see an example of how to fill in this section, and then a blank chart for your own responses.

Course number and name	SLO ***Initial Assessments*** and completed **Reports** (State each SLO e.g., SLO 1)	SLOs with ***Improvements identified*** (Identify the SLO with # of improvements e.g., SLO 1(1), or SLO 3(0))	SLOs not needing improvement (assumed loop-closed), with clear reasoning as to why	SLOs involved in ***Loop-Closing*** assessment (state SLO and effect)
KIN 4 Nutrition	SLO 5. Analyze your diet and create and design a plan of action for improving your diet and eating habits.			
KIN 30 First Aid and CPR	SLO 1:. Assess victims of injury and medical emergencies, and apply the emergency action plan for citizen responders: check the scene and victim, call 911, and initiate proper care for the victim.			

2013

KIN 36 Wellness Choices				SLO "Compare the connection between food choices and the opportunity for optimal health and wellness."
KIN A75 Walking for Fitness	"Set personal fitness goals to improve levels of cardiorespiratory endurance through walking".			
KIN A 81 Physical Fitness	"Identify and measure how the performance of various exercises will result in physiological changes".			

2. a) How many Program Level Outcome ***initial*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate
	1 - KIN		

b) How many Program Level Outcome ***loop-closing*** assessments were you involved in fall 2013 - spring 2014? Indicate a total number per column. Please provide copies of any reports or documents related to these assessments as attachments to this Annual Review, or embed at the end of the document as an Appendix.

AOE (Area of Emphasis)	ADT (Associate for Transfer)	GE (General Education)	Certificate

3. Please describe any changes you made in a course or a program as a response to an assessment. Please indicate the impact the changes had on student learning, student engagement, and/or your teaching. NONE

4. Can you identify any assessments that have prompted a change in perspective in the manner in which your discipline should modify the Course Outlines of Record (COR) or the Student Learning Outcomes (SLO)? Please expand on what you think should be modified. NONE

5. Have you shared your assessments, outcomes, improvements etc. with your discipline? How? If not, how do you plan to do so in the future?
   Yes, at the Fall discipline meeting held in September and conducted by Bev Wimer with Associate Faculty.

6. Did any of your assessments indicate that your discipline or program needs additional resources to support student learning? If so, please explain.

   NONE

7. What additional support, training, etc. do you need in the coming year regarding assessment?
   NONE

2015

Norco College Course Assessment Report

Course: KIN 4 Nutrition

Instructor: Wallstrom

Semester: Spring 2014

Is this the initial assessment or follow-up (closing the loop)? ■Initial ☐Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

   Students were assigned a "diet log" where they were to input their daily foods and use the My Choice Plate website to analyze and compare their foods with governmental recommendations. I was generally satisfied with the students' work, but somewhat disappointed in the 89% return rate. Of those that completed the assignment, they earned 38 of 40 possible points which suggests that the assignment was level-appropriate.
   In which areas or SLO did the data indicate students had the most difficulty? SLO 5. Analyze

2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

   I would suggest giving the students more time for the assignment and warning them about the fickle nature of government web sites. It seemed to up most of the time, but it was frequently unavailable.

3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

   It may improve the course if we emphasized the chemistry of nutrition more.

KIN 4 2014 Spring Assessment Tally Sheet

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Norco College Course Assessment Report

Course: KIN 4 Nutrition

Instructor: Wallstrom

Semester: Spring 2014

Is this the initial assessment or follow-up (closing the loop)? ☒Initial ☐Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

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4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

   It may improve the course if we emphasized the chemistry of nutrition more.

Norco College Course Assessment Report

Course: KIN 4 Nutrition

Instructor: Wallstrom

Semester: Spring 2014

Is this the initial assessment or follow-up (closing the loop)? ☒Initial ☐Follow-up

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Norco College Course Assessment Report

Course: KIN 4 Nutrition

Instructor: Wallstrom

Semester: Spring 2014

Is this the initial assessment or follow-up (closing the loop)? ☒Initial ☐Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

   Students were assigned a "diet log" where they were to input their daily foods and use the My Choice Plate website to analyze and compare their foods with governmental recommendations. I was generally satisfied with the students' work, but somewhat disappointed in the 89% return rate. Of those that completed the assignment, they earned 38 of 40 possible points which suggests that the assignment was level-appropriate.
   In which areas or SLO did the data indicate students had the most difficulty? SLO 5. Analyze

2. **If this is an initial assessment**, what are some suggestions for improving learning in the course the next time it's taught? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

   I would suggest giving the students more time for the assignment and warning them about the fickle nature of government web sites. It seemed to up most of the time, but it was frequently unavailable.

3. **If this is a follow-up (closing the loop)**, did the changes that were made to the course result in improvement of student learning from the first assessment? If so, how? If not, why did improvement not occur? What advice would you offer to the next faculty member(s) who teaches the course, based on data and experience teaching the course?

4. What suggestions, if any, do you have for modifying the course outline of record and/or the SLOs for the course?

   It may improve the course if we emphasized the chemistry of nutrition more.

KIN A75 Data - Fall '14

Student	THRR	Trial 1	Trial 2	Trial 3	Trial 4	
1	24-30					
2	27-33					
3	25-30					
4	23-29					
5	24-30					
6	25-29					*
7	25-29					*
8	26-30					
9	25-30					
10	25-30					
11	22-28					
12	25-30					
13	24-29					
14	24-30					
15	25-30					
16	25-30					
17	25-30					
18	25-30					
19	25-30					
20	22-27					
21	26-32					
22	26-30					
23	24-30					
24	24-30					
25	22-26					*
26	24-30					
27	26-30					
28	24-30					
29	22-27					
30	25-30					
31	24-30					
32	25-30					
		* - Student with health condition who was encouraged to utilize perceived exertion only				

Did not Record
In Training Zone
Below training zone
Above training zone
Students Without Health Conditions=29
Total Work-outs = 116
Unrecorded Work-outs = 8
108 work-outs utilized for calculations
Below Training Zone=26 (24%)
Within or Above Training Zone=82 (76%)

Norco College Course Assessment Report

Course: KIN 4 Nutrition

Instructor: Wallstrom

Semester: Spring 2014

Is this the initial assessment or follow-up (closing the loop)? ☒Initial ☐Follow-up

1. Please write a short narrative summary of the data collected for the course SLO(s). Were you generally satisfied with the results? In which areas or SLOs (if you assessed more than one) did the data indicate students had the most difficulty? To what do you attribute that difficulty? Which areas or SLOs did they find themselves achieving with greatest success? **Please attach assessment instrument (and/or rubric) and data summary files (spreadsheets, tally sheets, etc) to this report.**

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KIN A-81 Assessment - SP '14

	Upper Body		Lower Body			
Student	Pre	Post	Pre	Post		
1	175	x	400	x	I	Family Emergency
2	105	x	400	x	I	Family Emergency
3	105	x	335	x	I	Family Emergency
4	90	140	315	355		
5	180	190	400	400		
6	40	75	110	135		
7	130	160	400	400		
8	60	75	140	175		
9	110	130	210	265		
10	55	75	x	300		
11	40	60	190	240		
12	35	x	210	x	I	Health Condition
13	70	95	310	350		
14	105	135	300	400		
15	35	45	160	160		
16	160	215	400	400		
17	90	100	140	270		
18	60	75	70	75		
19	55	70	195	340		
20	70	85	150	335		
21	80	85	230	255		
22	50	70	240	150		
23	40	60	140	400		
24	70	100	160	270		
25	45	60	70	130		
26	40	55	135	190		
27	105	115	250	x		
28	45	80	370	400		
29	10	65	115	300		
30	35	60	230	330		

Data Summary	
Total Students - 30	
Incomplete Upper Body - 4	
Incomplete Lower Boday - 6	
100% Improvement - Upper	26 of 26
95.8% Improvement - Lower	23 of 24
NOTE: 400 is Max on Lower	