

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Health & Wellness

Assessed: 2020-2021

Learning Outcomes Statement

Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.

Means of Assessment (Measurement Method)

Students were assessed during either the Fall 2020, Spring 2021, or Summer 2021 semesters. Assessments occurred in 145 sections and resulted in a total of 2,732 assessments.

Summary of Evidence

Table 1: Number and Percent of students scoring 3 or Higher on the GEO.

GEO #	General Education Outcome	# 3 or higher	% 3 or higher
9	Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.	2,374	86.90%

List of courses where outcomes were mapped to the GEO (27 Unique Courses).

COA/N-601	HEALTH-104	KIN/D-163A	KIN/F-127A	KIN/S-159A
COA/N-605	HEALTH-263	KIN/F-049	KIN/F-127B	KIN-200
COUN-120	HEALTH-263H	KIN/F-105A	KIN/F-155A	KIN-231
EMS-152	HEALTH-265	KIN/F-106A	KIN/F-168A	
EMS-156	HEALTH-267	KIN/F-108A	KIN/F-190A	
HEALTH-102	KIN/D-150A	KIN/F-121A	KIN/F-191A	

Use of Results/Proposed Actions – Individual Submissions

1	Continue to offer solutions and options for an increased level physical fitness for the majority of our student population and society as a whole. Also, find new ways to engage with the students for overall mental health improvement and increased knowledge in nutrition consumption.
2	<p>#2 Students were put into collaborative groups of 3-4 students. Each group was given a health issue such as cardiovascular disease, sugar diabetes, high cholesterol etc.They had to as a group, create a power point giving the definition of the disease, symptoms, outcomes if poor behavior continues. They had to develop a plan to assist this person(s) with the disease to improve their over all health. They then had to present the power point to the class.</p> <p>Students achieved the outcome. The issue with this lesson was lack of student participation. Student participation was low, it was due to the fact the class is a remote class. Many students did not know that I was presenting the class synchronously as well as asynchronously. I called each student personally to let them know that they were missed and that the class was being offered in a face to face virtual platform should they want to participate. Attendance improved tremendously. I also set up one on one facetime/whatsapp weekly calls to assist students who may not have been able to attend class. In the future I will make those phone calls before the semester begins to communicate. Many students do not look at emails and there for are left in the dark?</p> <p>#3 Demonstrate an Understanding of the manifestations of the mind-body connections</p> <p>This was done in the final exam. Students were given the opportunity to demonstrate the connection through a variety of multiple choice question and a couple true/false questions in their final exam. Most student had an understanding and were able to demonstrate the connections of the mind/body.</p> <p>I would only change my communication again at the beginning of the semester to inform students of the virtual class as an added support for their learning. I will call each student and assist them in the protocol of online instruction.. The asynchronous assignments, videos and recorded lessons, assignments and consultations allowed students to achieve success regardless of virtual attendance.</p>
3	Additional time needed to explain semester Capstone Project, including ongoing updates and support.
4	Being that this was the first semester I have taught this course I will continue to "tweak" the Personal Health & Wellness Behavior Change Project and content included in the course. Also, to continue to encourage students to stay consistent with their engagement in the course I will continue and increase the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.
5	Being that this was the first time this course was taught, I will "tweak" the Assignments & Presentations, particularly the Personalized Nutritional Plan as the final project along with staying up to date with course content. I will also continue to encourage students to stay consistent with their engagement in the course by continuing and increasing the use of announcements, emails, while including all assignments on the "to do lists" available in and through Canvas.

6	Besides providing an overview of current local, national, and global trends in both communicable and non-communicable disease; I feel the class since covid -19 could also push in exploring behavioral, social, and environmental determinants of population health while pressing the new ethical and civil/ individual rights challenges facing public health emergencies. Additionally, I would like to emphasize the need for individuals to consider public health as a career opportunity available to them within the human science fields.
7	Better record-keeping leading to greater accountability and more rigorous follow-up by instructor.
8	Class needs to be a hybrid format so students can proactive First Aid and CPR skills in person with an instructor present.
9	Class was a late start and was supposed to be 5 weeks, but ended up being 4 weeks because scheduling counted Spring Break as one of the weeks of instruction. I feel this caused the students to struggle finishing the material even after I amended the syllabus to accommodate for the mistake in length of the class. With the class being so short, struggling students did not have much time to withdraw causing the some to fail. SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume.
10	Continue to "tweak" the Personal Health & Wellness Behavior Change Project (particularly in the journaling component of the BCP) and content included in the course. Also, to continue to encourage students to stay consistent with their engagement in the course, I will continue and increase the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.
11	Continue to provide activities and academic opportunities during the entire semester for students to truly see the extensive variety of subdisciplines and career areas associated with the discipline of Kinesiology. Throughout the semester continue to give students numerous opportunities to look into a number of possible careers in Kinesiology that they may have an interest in pursuing. As each student begins to identify their personal interest area in Kinesiology have them focus on the chapter information which identifies the qualifications and requirements associated with their chosen career interest area. Continue to improve directions to Professional Interview Project to be even more specific regarding if the professional does not have a degree in Kinesiology or related field to focus the academic preparation component of the project to the certification process or what qualifies them to be considered a professional in the field of Kinesiology.
12	Due to remote instruction, class size was extremely small. Students videotaping their workouts was optional and therefore, many students decided to describe their workouts, rather than demonstrating what they did. Because of this, I was unable to evaluate exercise form and improvements of fitness with most students. Despite the challenges of remote instruction, all students that were evaluated were able to develop a personalized total body resistance training program. Three students were not included in the above data because they did not submit the assignment which evaluated this SLO.
13	Fall semester students heavily enjoyed learned tai chi remotely as many felt the ability to watch, slow down and rewatch the forms helped them better learn the patterns and movements. As this was the first time teaching this class online, students found the

	<p>discussion boards incredibly helpful for understanding the health benefits, traditions and origins of tai chi. Many requested that once the class is in person again, keeping the videos as references after a long weekend or between classes as well as having the weekly discussion boards to develop a deeper understanding for the martial arts. Next semester I intend to keep these suggestions and continue to film the movements from multiple angles for students to be able to learn, then follow along through the 24 short form.</p>
14	<p>I find since COVID started, not all students are wanting to receive the certification, they just want units for the class to transfer. This is causing a problem because not all the students are making the allotted class time to practice compression skills which is taking away from the class as a whole since we are not meeting face to face regularly.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume</p>
15	<p>I think it's important to set some defined goals to help us have a North Star to guide us along on our journey.</p> <p>As we are in the midst of the Covid-19 pandemic, the world is most certainly experiencing enough shifts energetically, politically and socially. For that reason, I am not asking for anything too mind-blowing or extraordinary here. Often, when myself or someone I love has a choice in front of them I ask them to weigh their options and think about how they will feel in a few hours, a few days, a few weeks or a few years depending on the choice they make. Most of the time it becomes really what they should do when they think in these terms.</p> <p>For this exercise, I would like you to close your eyes. Picture yourself sitting in the same place you are now, but as a more refined version of yourself. How might you want to feel differently in these 3 areas of yourself in 3 months time- the actual amount of time we have left in this semester?</p> <p>Your body (strength, pain reduction, physical recovery, confidence, flexibility, balance, agility, endurance, deeper breathing, better posture) Your mind (focus, stress reduction, reduce anxiety, peace, mental wellness) Your soul (heal past abuses, spiritual wellness, a positive escape from media, family, work) Please write one sentence for each of the three areas as a statement and post it somewhere you will see it frequently over the next 3 months- bathroom mirror, your kitchen window, your wallet, your laptop wrist rest, the back of your phone, etc.</p> <p>Here are mine that I wrote to share with you as an example (Feel free to steal anything you like): By December 16, 2020 I will feel stronger and have less pain in my physical body. I will feel more mentally focused on a daily basis through my yoga practice. I will feel my soul nourished as I use yoga to escape the stress of the world and focus on my well being.</p> <p>Take a picture of your goals placed somewhere that you will see them often and submit.</p>
16	<p>I will continue "tweak" the Assignments & Presentations, particularly the Personalized Nutritional Plan as the final project along with staying up to date with course content. I will also continue to encourage students to stay consistent with their engagement in the course by</p>

	continuing and increasing the use of announcements, emails, while including all assignments on the "to do lists" available in and through Canvas. There was a slight drop in percentage of 4's compared to Spring 2021. I attribute this to such a small number of students enrolled in the class and having one student only make minimal efforts the last couple of weeks of the class.
17	I will continue to make improvements to dynamic rhythm interpretation with the hopes to increase all my students to 4. This will include more practice with the monitor and exposure to the rhythms throughout the semester with interactive games and activities with the hope that the students will build more confidence and improve their speed without affecting accuracy.
18	I will include a pre-film discussion in addition to the post-film discussion to help students analyze the material for their essay reflections.
19	I would like to encourage students to independently create workouts and preform them at home that apply safety principles of movement to minimize the risk for soft tissue injury. Additionally, I'd like to emphasize working in small groups and with a partner for neuromuscular release and add the IOL of critical thinking with stretches and the importance of moving past "fat burning" into true cardiovascular conditioning.
20	Instructor will improve follow-up re students who appear to be making unsatisfactory progress.
21	It seems that most students either do not participate at all or do very well with most SLO's/concepts with a score of 85% or better. I propose to reach out consistently at the start of the term to those who are not active in order to get them to submit work and making progress from the start. Typically, those that start and progress initially will engage in the content and end up passing the course.
22	Need to have students engage in communicating with each other in groups throughout the semester to feel comfortable working in a group while having to complete the assignment completely online.
23	<p>Only a few students did not complete the hike and just didn't finish the class. All of the other students did an amazing job of completing their final hike. Many students did hikes that were 6 to 10 hours long. I was super impressed.</p> <p>Overall the hiking class works very well as an online course. Students seem to get more flexibility choosing where they want to hike. They don't have to wait on slower students or struggle to keep up with faster ones. Students seem to love sharing their adventures with each other. It feels like the level of interaction with each other is still very high. The only bummer is they don't seem to form the same level of bonding with each other that my F2F classes have.</p> <p>We will continue to offer this course as a online class since students can meet the objectives and get a lot of flexibility. Also, it feels like I can provide even more information to students online than I was able to in the F2F class. I love that part!</p>
24	<p>Students completed and uploaded a video of their creation. I then loaded the videos so other students could complete each others.</p> <p>Overall students did fairly well considering this was all online now. I had a few students who struggled a bit to show me how much they understood and it took a second attempt for them to get it right. I am not sure this assignment is as fun as it usually is when we are meeting in</p>

	<p>person and students seem to know each other on a much deeper level. I did have very positive feedback though... one student even e-mailed to let me know she enjoyed doing the other students workouts.</p> <p>Students still struggle to follow directions and load appropriate video files. It would be nice to have some videos teaching students how to save video files, use google drive etc. Or, nice to have a youtube channel or some easier way to share videos.</p> <p>Using Goreact has been very helpful in the fitness classes.</p>
25	<p>Students created a video comparing and contrasting COVID to another infectious disease. Students took on an alter ego as they reported via FlipGrid.</p> <p>Having students give themselves titles, degrees and alter egos took their projects to another level. I was very impressed at how much knowledge was demonstrated when they called themselves Dr. or CDC Director. lol I will be doing this assignment and variations of it in the future. FlipGrid is a fantastic tool!</p>
26	<p>Students did a spectacular job in the course this semester. I could never have imagined just how successful hiking would be in the online format. I feel as if I can give even more info that before and students have even more freedom to explore and hike on their own time or with family or friends.</p> <p>The 5 and 8 week courses are amazing. Now that students can hike at times and locations that work for them, they are capable of hiking more days of the week and accumulating more hours easier.</p> <p>I propose to continue to offer hiking online and in the shorter format from here on.</p>
27	<p>Students performed physical testing at the beginning and end of the semester: sit-ups (or crunches), planks, wall-sits, squats thrusts. Students must also complete and improve a timed one mile walk (Tested 3 times throughout the semester/ showing improvement each time) and increasing stair climb. At the end of the semester students identified the benefits they experienced from incorporating the walking for fitness class into their lifestyle.</p>
28	<p>Students were asked to research several epidemics and pandemics, including the current Coronavirus pandemic. Although, some students did not do any research (N=5), 21 students utilized credible scientific information to analyze the Coronavirus and the public health response to the Coronavirus. All 21 students excelled in this area.</p>
29	<p>The majority of students enrolled in KIN/F 049 demonstrate a high level of fitness when entering the class. However, most have a single minded approach to fitness. In addition to providing physical training to allow students to meet the requirements of the Fire Fighter CPAT test, a variety of fitness modalities will be used in order to provide a comprehensive training program. These will include, but are not limited to, cardio, strength, endurance, flexibility and nutrition education and implementation. Students will be introduced to alternative exercise modalities beyond weights and running, using equipment within the fire fighter tool box but also using minimal equipment for non traditional workouts not typically associated with the fire fighter profession. The goal is to provide a variety of skills that will allow students to enter, successfully perform and excel within the field of fire fighting, not just immediately following graduation but throughout their entire career.</p>
30	<p>The short week format for this class at 5 weeks is slightly too short for the material. The 8 week format seems to work best for the students and the fluidity of the material. I am still finding</p>

	<p>some students are still struggling with Canvas even after direction and some students being online for a full year. This format is not for everyone, and I hope face-to-face instruction can resume soon, at least for a Hybrid format for First Aid and CPR.</p> <p>Giving the students the option to go at their own pace during the 5 week course worked significantly more than the previous Kin 231-71 section that was structured week to week. Even though the outcome was not where I wanted it, the participation, communication and class activity on Canvas was more of a success than the previous section.</p> <p>SLO 4 cannot be assessed to the fullest with minimal hands on instruction of first aid and compressions, they understand material and convey their interpretation of how to assist in a situation in discussion boards, but the physical aspect needs to be addressed once hands on instruction can resume</p>
31	The students in this course exceeded my expectations being that we were 100% online. Obviously, it is best to be face-to-face but students worked really hard and did well. The only reason 2 people got B's was because of their attendance. Overall, I was very pleased with how things went.
32	The students this semester met their goals.
33	The target was met at 90.2%. I will continue to work with students and develop interactive online teaching methodologies to increase student success.
34	This class also had a high number of student interested in transitioning to a plant based diet as well as several student who took the class last year. I feel this class would benefit from live instruction and in person cooking demonstrations using a demo cart.
35	This class and SLOs were enormously successful likely due 100% of student either has DM themselves or were attending the class as a caregiver for someone with DM. No changes suggested at this time.
36	This class did well achieving these SLOs. I feel this class would be more effective in person to be able to correct student movements as they do them.
37	This class has been enormously successful! Student have really enjoyed exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences.
38	This class is an excellent example of a format that is just as effective, if not more effective in an online format. Students watched the lecture 50% of the time, but engaged in the discussion boards 80%, completed quizzes 85% and had an average passing rate of 79.5% Students wrote excellent reviews of the class and 29% signed up for additional health courses at Crafton for the following semester.
39	This class would benefit from being taught online and in-person. More students are able to attend online classes and for a beginning class, this is not a problem. For intermediate and advanced classes, hybrid would be advisable so that corrections can be seen and made in person, and group choreographies can be created. In person also allows me to provide items that students would not have to buy, such as: veils, fans, hip scarves, zills, and so on. I would be happy to hold in person, virtual, and hybrid. Whatever works best for the students and school.
40	This data includes honor student data from HE 263H-45. Target was met.
41	This data was included in section 263-45. Target was met.
42	This online cardio class was incredibly successful, particularly because this quarter we focused on "at home" workouts with common item and how to use hiking in local areas as a

	way to exercise, be social/ yet obey social distancing and decrease quarantine related depression. The passing rate for the course was 69.2% which is equal to in person formats for PE. Students responded well to videos and using Goreact as a medium to record/ prove their participation. This class is an excellent choice to remain remote for students that need additional flexibility in their schedules.
43	This semester teaching ballroom online required using another teacher to help demonstrate correct placement of the hands and feet with a partner- this was well received by students and will further institute this action for online classes. Additionally, student feedback from the videos identified that students prefer seeing explanations filmed from the front, but demonstration of the movements filmed from behind as to "follow along". Next semester, i am going to expand upon discussion boards to look more heavily at the cultural and societal influences on ballroom dance and how dance is often used as both an artistic expression and physical fitness in American culture.
44	Timely follow-up needed for students who are lagging.
45	Work on improving communication and clear directions.