

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Health & Wellness

Assessed: 2022-2023

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 2022, Spring 2023, or Summer 2023 semesters. Assessments occurred in 262 sections and resulted in a total of 2,934 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.	2,714	92.50%

List of courses where outcomes were mapped to the GEO (47 Unique Courses).

COA/N-605	KIN/F-105A	KIN/F-112B	KIN/S-111A	KIN/X-191BX3
COUN-120	KIN/F-106A	KIN/F-121A	KIN/S-148A	KIN/X-191CX3
EMS-150	KIN/F-106B	KIN/F-127A	KIN/X-170CX3	KIN-170
HEALTH-102	KIN/F-106C	KIN/F-127B	KIN/X-171CX3	KIN-200
HEALTH-104	KIN/F-108A	KIN/F-155A	KIN/X-181AX3	KIN-231
HEALTH-263	KIN/F-108B	KIN/F-168A	KIN/X-181BX3	PSYCH-102
HEALTH-263H	KIN/F-108C	KIN/F-191A	KIN/X-190AX3	RESP-230
HEALTH-265	KIN/F-108D	KIN/F-970A	KIN/X-190BX3	
HEALTH-267	KIN/F-109A	KIN/F-970B	KIN/X-190CX3	
KIN/F-049	KIN/F-112A	KIN/F-970D	KIN/X-191AX3	

Use of Results/Proposed Actions – Individual Submissions

1	<p>2 Students disappeared after the drop date and were left out of the data.</p> <p>Students commented each week on their experiences and had a end of the semester survey to determine their level of enjoyment and appreciation for hiking. Along with their desire to keep hiking after the semester is over. Overwhelming students stated that the loved hiking and it provided them an outlet and new experiences and that they would continue to hike after the class was over.</p> <p>I added a few new videos and modules. Students seem to really like the activities to do each week on the trail like geocaching, looking for plants and critters etc.</p> <p>The online version of the hiking class feels even more impactful and rewarding than the face to face class. Students get more variety in where they can hike and at the pace that works best for their personal fitness levels. I can pack way more information into the class with it being less weeks and students can still go on long hikes whereas it was hard to get back to campus in time for students who had classes after ours when it was face to face.</p> <p>Students who scored lower was mostly because of missing a few weeks but not wanting to make up the work/hours. It seems that some students are happy with a grade lower than an A.</p>
2	<p>A new instructor has assumed this class. Further assessment will be made throughout the semester to identify needed changes.</p>
3	<p>All goals were met with progressive improvement. Students were given three physical assessment over the semester and all showed steady improvement to reach the desired outcome by the final assessment. When students reached the desired outcome with the first assessment, improvement was noted between each assessment to track progress throughout the semester. Given the 100% success rate, the previous teaching model will be implemented again next semester. Additionally, looking to improve the tactical/functional fitness attributes as it relates to their career goals.</p>
4	<p>All student performed well this semester and within the SLO for the class.</p>
5	<p>All students were able to analyze local resources which address food insecurity.</p>
6	<p>All students were able to analyze local resources which address food insecurity. Three students did not submit the assignment and were not included in the outcome data.</p>
7	<p>Any failure to meet SLOs was due to lack of attendance. I will continue to stress the importance of coming to and participating in class.</p> <p>I will continue to challenge the students physically, as well as add new content for students moving to the next level.</p>
8	<p>Assessment of cardiovascular fitness based on heart rate recovery after exercise to a level of 120 beats per minute or less within one minute of exercise.</p> <p>This student enrolled in this class never attended so Target was not met.</p>
9	<p>Continue to "improve" 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 the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.</p>
10	<p>Effective Summer season with returning and new individuals. Implementing further variations of exercise to be more inclusive for future courses.</p>

11	Exceptional first semester, Looking to recruit student athletes for a higher population and encourage fellow coaches to implement their ideas.
12	<p>First Aid and CPR Slo modification would be: Demonstrate knowledge and skill to perform basic level First Aid and CPR compliant with (certification organization) compliance in the preparation discipline of Kinesiology.</p> <p>Skill improvement I would like more student involvement in the hybrid format of the In person CPR skill practice and assessment so more students are certified at the end of the course. I am not sure if maybe a Fitness Lab format would be suitable for students to work more around their schedules and for other instructors to gain in person teaching experience to keep their certification while I can complete a "final" assessment to grant or deny certification upon passing the course.</p>
13	For the 1 student who did not follow through the class. I could try to see where they dropped interest from the class. The other is the Target Heart rate calculation. I could try to better explain how to calculate the numbers. Maybe explain more in depth each step. Try rewording my work sheet.
14	For this semester, I implemented new strategies and content to this resistance training class. It was more work for the students, but it increased the interaction with both myself and the other students. This included discussions, reactions to articles, and formulating their own routine based on what they have learned throughout the semester. I will implore new strategies in an effort to get more students engaged in the discussions and ensure students are submitting their assignments
15	Have more students at this level to see a better range of improvement. This student reached and excelled past her SLO requirements.
16	How to improve would be to reach out earlier to the couple of students who missed multiple assignments in a row. Or missed the final exam.
17	<p>I added quite a bit of new content this semester and students seemed to really enjoy the games and extra bonus lectures. This is a 5 week course and students tend to be pretty successful overall. There are always a few who just stop coming to class even though I email and starfish them. It is hard to drop them when we have a short window and when I try to give them extra time to complete assignments.</p> <p>I am going to work on more games and perhaps adding questions to my lectures or locking them so students need to go through them before working on assignments. Students in this section seemed to do really well on the food analysis and gave a lot of detail in their work. Students seem to enjoy the behavior change assignment.</p>
18	<p>I added quite a bit of new content this semester and students seemed to really enjoy the games and extra bonus lectures.</p> <p>This is a week course and students tend to be pretty successful overall. There are always a few who just stop coming to class even though I email and starfish them. It is hard to drop them when we have a short window and when I try to give them extra time to complete assignments.</p> <p>I am going to work on more games and perhaps adding questions to my lectures or locking them so students need to go through them before working on assignments. Students still</p>

	seem to struggle with the concept of using the data from the food analysis tool to provide a deeper analysis of nutrients. Perhaps I might add an extra lecture showing this in more detail. Students seem to enjoy the behavior change assignment. A number of students lost quite a bit of weight and a few changed to a plant-based diet over the course of the class. Very exciting!
19	I feel the targets were met, with the exception of two students who failed to attend the last day of class. I will reach out to them to express my concern for their health and wellness.
20	I was more proactive in following up on absent students.
21	I will continue to challenge the students physically, as well as add content for those students continuing on to the next level.
22	I will start earlier in the semester having them perform in front of each other. I would like to see students gain more confidence in executing the skills we are learning.
23	I would like to provide more resources to students to better help them achieve their fitness goals.
24	If I was to teach this course again, I would 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 continuing and increasing the use of announcements, emails, while including all assignments on the "to do lists" available in and through Canvas. I was pleased with students overall performance as compared to other late start courses this semester. Note: Students not submitting Final Project and/or multiple Chapter Tests were not included in these numbers. Program level options seem to be affiliated with Kinesiology vs. Health!
25	If I was to teach this course again I would continue to "improve" 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 the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.
26	I'm incorporating more online work through Canvas and adding a unit which will include California's Title 22 requirements for Lifeguards. I will also eliminate the observation/written assignment.
27	Most students were able to analyze local resources which address food insecurity. It should be noted that 11 students did not submit the assignment and were not included in the outcome data.
28	Most students were able to analyze local resources which address food insecurity. Two students did not submit the assignment and were not included in the outcome data.
29	Only 6 of the 8 students submitted their calculated heart rates. All who submitted it did great! All students who took the class were able to complete beginner and or intermediate trails. The students did fantastic in the class. They seem to really enjoy hiking on their own at times of their choosing since the class is an online format. Many students commented that they would continue to hike even after the class ended (:
30	Optimal Off Season training for student athletes. Looking to recruit student athletes for a higher population and encourage fellow coaches to implement their ideas going into the Summer and Fall.

31	<p>Providing a more practical approach to the introduction of Kinesiology rather than a theoretical aspect helps students determine career paths earlier in the students academic career I found.</p> <p>if was able to teach this course again, there was a new interactive website and textbook that the students may find more useful and interactive</p> <p>New strategies would be find new ways for students to engage with their classmates in group assignments when the course is strictly online. This was the main struggle I found this course even though the groups were randomly assigned and a discussion board was available for the students to communicate and pick their topics.</p>
32	<p>Reach out to students to finish the whole semester. to stress the importance of fitness to students (even just walking is an exercise that most student can do. Better explain calculations for the Target Heart Range assignment.</p>
33	<p>Reintroduce higher intensity activities alongside further development of cardiovascular/VO2 max practices. Overall, highly successful.</p>
34	<p>Strategies working well is the video aids provided by the certifying body for First Aid CPR to help students understand the material.</p> <p>New strategies I need to try in future courses is reaching out more to students who seem to not log in after 4 to 5 weeks into the class. The course is only 8 weeks and those students who stay in the class like the format, but overall grading is not reflecting positively for class average. I would like to make the certification mandatory, so more students engage in the hybrid format of coming to campus for one in class session to practice CPR technique and become certified.</p> <p>SLO Modification by adding: Attend in person CPR class to practice First Aid and CPR Techniques and evaluate skills prior to certification to be eligible to receive certification lasting 2 years.</p>
35	<p>Student far surpassed the SLO requirements for this level.</p>
36	<p>Students did a great job on both assignments above. They seemed to get the concept of SMART goals much better this semester. I made an extra video explaining the goals. There are always a few who don't watch the videos or read the directions and give me goals that don't meet the criteria. However, after letting them redo it they eventually catch on. Allowing students to redo assignments helps them a lot.</p>
37	<p>Students did amazingly well during a very hot summer semester. I find that giving students the flexibility of a few make-up hikes due at the last day of class helps students get that A.</p> <p>I wish there was some feedback loop to see if students are reading all my comments. I can't tell if they have been read unless a student replies. That would be a great function to add on cavnas.</p> <p>Students LOVE the flexibility of the online class and being able to hike where they want and when they want. I have students who were hiking across the US and sharing amazing photos and reviews. It was very inspirational for all students. I highly suggest we always keep an online version of this class even if we add a face to face as well.</p>

	Students really seem to love being able to talk to me on the phone. We can share hiking locations and ideas and they can call me when they are on the trails if they have questions. This is one of my favorite classes to teach! I had two students who failed the class but it was due to their work schedules and how busy life was. This was just a fun class for them to join and they expressed that they enjoyed the information but life just got busy at the end of the course. One student also struggled with an injury but didn't want to do an IP. Overall students rocked this summer class.
38	Students either really got the assignment or just turned in incomplete work. It wasn't that they didn't understand it was that they just didn't want to spend the extra time finishing it for all the points. I added a second lecture to try to help students this semester, but it doesn't look like they watched it. In my other sections of the class it seems they were a bit more motivated and completed the work more successfully.
39	Students have repeated this class and have improved on their health and wellness by showing improvement throughout the semester.
40	Students in the course prefer not to pull the tarps off of the pool during the colder months of the year. This issue negatively affected student attendance and retention this semester. Previous semesters students have similarly expressed the same dislike.
41	Students in this class.- showed performance most of the way through the class. Then stopped turning in assignments. Wanting to turn in late assignments at the end of the semester. Need to communicate with students the importance of consistently maintaining fitness on a regular schedule.
42	Students used a timed 1 or 1.5 mile walking test to see their VO2Max scores. Students also self reported improvements in capability as well.
43	Students were able to demonstrate improvements to their muscular strength by documenting their improvements and comparing their scores from the beginning of the term to the conclusion of the course.
44	Students were enthusiastic about learning and getting feedback on their technique and progress. In the future I would like to offer more practical resources that they can utilize once class is over - like how to use apps and fitness trackers and how to determine what is a legitimate fitness resource.
45	Target easily met. No adjustments, changes and recommendations are necessary.
46	Target met. It should be noted that 7 students did not submit the assignment and were therefore not included in the above outcome data.
47	Target was easily met. At this point, no changes are necessary. I will continue to reach to students with low scores and missing assignments.
48	Target was easily met. It should be noted that 4 students did not submit the assignment and therefore, were not included in the above outcome data.
49	Target was easily met. It should be noted that nine students did not submit a behavior change plan and were therefore, not included in the outcome data. This is a valuable assignment that I will continue to include.
50	Target was met. At this point, there are no recommendations. Students who did not take the assessment were not included in the data.
51	Target was met. I increased my assignment and quiz reminders via Canvas announcements. I also allowed students to make-up one missed quiz and one missed assignment. I will continue with these changes. Students did very well.
52	Target was met. It should be noted that seven students did not submit the assignment and were therefore, not included in the outcome data.

53	Target was met. It should be noted that four students did not submit the assignment and were therefore, not included in the outcome data.
54	Target was met. No further action is recommended. (1)
55	Target was met. No new strategies are recommended at this point. It should be noted that students who did not take the assessment were not included in the data.
56	<p>The influence of a number of "adult" learners in this class had a positive influence on the overall class experience. Based on this I will continue to market this class in our senior gated communities. This positive influence was in both the social aspect of class as well as the appreciation for and efforts in the improvement and development of skills throughout the semester. Based on the assessment results of the knowledge of rules and strategies, I will continue to require the information tests that take place throughout the semester. These assessment opportunities give a clear emphasis on practical knowledge of playing strategies, rules, technique, and etiquette. One other component of class that worked exceptionally well this semester was the competitive component. I believe this went well this semester due to the overall balance of student skills and experience in the class.</p> <p>In the future I will utilize Starfish to a greater degree I believe this will help keep the students more informed about their progress throughout the semester. In addition when setting up teams to compete, I will utilize more creative and effective ways for team selection.</p>
57	The mark was met. No new strategies are necessary.
58	The season was generally successful despite 3 athletes being involved in a catastrophic car crash that caused a loss of training for nearly three weeks. The season started off strong, but once the above mentioned accident occurred it had a detrimental effect on team cohesion and moral. Nevertheless, the team earned the first ever wins in the sport for the college and were able to earn two other wins. There was some issue with athletes consistently showing up to practice. Future iterations of the course will require stronger statements of practice expectations and team commitment in the course syllabus.
59	The target was met. Two students were not included in the outcome data because of several consecutive weeks of inactivity..
60	These students were repeating the course after taking it last semester. I saw a dramatic improvement in their confidence and willingness to try new movements on their own. This class met at the same time as the beginner class - and I do feel like they benefitted from reviewing the beginner material, however - I feel like since many students want to keep repeating the course and moving up in levels - it will eventually become difficult to have such advanced students in the same class with the first time beginner students.
61	These students were the first in-person cohort back in the classroom after COVID-19 protocols. They did an excellent job being back in the classroom and meeting the course outcomes and goals.
62	This class continues to be a successful online fitness class. Students had a lot of progress this spring as their technique and strength increased. I added content this quarter that encourages them to reflect on how they felt before and after a workout to note if it enhanced their mood. We also incorporated breathing techniques and myofascial release for soreness which students enjoyed. In the future I will add more of this throughout the module.
63	This class did well achieving these SLOs, however we did not achieve our targets as the class was small, and two students only turned in 1 assignment and therefore failed the course, but the others excelled. This summer I added reflection prompts, guided meditations and dimensions of health assessment tools to help students develop and reach their health and fitness goals.

	during the course and beyond. Students responded well to this, commenting on how they will continue many of the practices even after the course conclusion.
64	This class did well achieving these SLOs. This quarter this class was highly motivated working online and enjoyed the flexibility of using Goreact to receive body corrections. I also added mental health coping tools, mediation and box breathing to support the current needs of students.
65	This class has been incredibly popular because it allows students to exploring food from a global perspective as well as exploring their own cultural backgrounds in respect to their food preferences. This summer I incorporated more videos to prompt lively discussion boards such as " which is killing us drive by's or drive thrus? " which students really connected with. I also change the final from a text format and allowed for students to write a 2,000 word essay on their culture, upbringing and how living her has impacted their own cultural pluralism. This prompted some amazing papers, so I will definitely continue this in the syllabus.
66	This class I used some new teaching strategies to help students explore and understand movement more intuitively. We categorized movements and then did games and exercises for students to build their own sequences and work together to create movement sequences as well. I felt that these new strategies really helped students to gain confidence in their bodies and be comfortable expressing themselves through movement and music. My challenge this semester was that I had two levels of students in the same class and I felt this made it difficult for the beginners to stay on track without getting distracted by what the advanced students were doing; and the advanced students sometimes did not get as much attention as I would have liked to have offered. I feel that as the pole courses progress - we will need to offer the Level 2 classes at a separate time.
67	This class originally had 20 students enrolled but almost half dropped once they realized nutrition for fitness and performance relies heavily on sciences and some math. The students that did remain in the class were athletes, fire science and those trying to make lifestyle changes. These students did extremely well. They interacted heavily with each other and discussion boards, asked questions and stated they left the class empowered to achieve their nutrition and fitness goals safely and effectively. I think in the future the description might include that this focuses on the scientific research and theory as opposed to non- scientific advice.
68	This class was enormously successful as an online class. Students loved it. This class has near perfect attendance all semester, and students stated this class helped them cope with the stress of online school while engaging both their mind and bodies. Student left messages like " I just wanted to say thank you. This class was a lot of fun and I loved getting to try all the different workouts. The adult nutrition class was also a great resource, as well as the reading material you provided for us every week. Thank you for putting so much time and effort into designing this course, it was truly a great class!"
69	This class was very unique in the preparation for college work. It may have been the first class that had a substantial amount of their high school careers during the schools shut down of COVID. I have never had such a large percentage of students not ready to move up to college level work and not to complete all the high level assignments and tests during a semester. This happened at such a level that I am considering changing my drop policy to state if two tests are missed without contacting the instructor immediately, you will be dropped from the class (we'll see). Also had a few students who just decided not to to the final project. Continue to "improve" 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 the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.
70	<p>This course was a short 8 week course. Some students excel and some students lose steam. Students had to do 4.5 hours per week of hiking and extra hours of assignments. For some students the time requirement was easily met in one hike. For other students some wanted to do smaller more frequent hikes which in some cases would mean if they skipped a day they wouldn't get the hours in. Students had the option of doing make-ups but most didn't take advantage of it even when I suggested it.</p> <p>All students who stayed in the class made significant improvements in their hiking capability. Some students did amazing in the hiking part and just didn't do the assignments which caused their grade to suffer.</p>
71	This non-credit course is always well received. Student taking the class select it many times as they have a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans. This summer I added cooking videos of myself preparing plant based foods for students to "cook along" with.
72	This non-credit course was well received. Student taking the class had a personal interest in learning about plant based eating and planning slow transitions to a significantly reduced meat diet. This class could be enhanced by adding a cooking demonstration element in the final weeks as students develop their individualized meal plans.
73	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 75% 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.
74	This semester I tried using Starfish a lot more with this cohort of students (the late start course). I was hoping it would help those who were falling behind or struggling. I also reached out to them individually and gave them chances to catch up on their late work but in the end some of them didn't take me up on the opportunity and some did. I felt good about these results compared to previous semesters so I will do more of the same in future semesters.
75	This semester, a more systematic approach was used by further narrowing the types of workouts from last semester down to a handful of routines that were progressive in nature. Throughout the semester 7-8 workouts were used on a rotating basis and each week 2-4 of those workouts were repeated and increased in difficulty and/or duration. This allowed for a more accurate way to track progress and focus the workouts on the specific skills needed for fire fighting. A new approach to strength training was used, alternating assigned workouts with student selected workouts. This gave them the autonomy to assess their own physical needs and create a strength routine using the assigned workouts as a guide to create the workout most beneficial to their individual needs. In general, the students showed good progress throughout the semester. Although some still fell short of the ultimate goal of a couple of the progress assessments. Future classes will take into account those areas of most difficulty and will add more workouts to address those areas.

	<p>A new approach was also used for lecture topics, specifically in nutrition. Students were divided in to 5 groups and asked to evaluate a food item as a group and then collectively as a class to determine which of the items had the best nutritional content. Once a consensus was reached the department then purchased this item for the class to have on hand in their classroom for energy snacks. This created an opportunity for students to gain a thorough understanding of how to critically evaluate a food item and apply that to other food choices in the future. Additional lecture topics were discussed as they applied to the workouts, such as stretching, recovery, flexibility and progression, again giving students a concrete example and direct application to the current activity.</p> <p>The new approaches appeared to be well received by and beneficial to the students learning objectives, however, every class dynamic is different and adaptations will need to take place as situations arise. However, based on the success of this approach, it will be repeated in future semesters.</p> <p>The current content and assessment matrix continues to reflect the objectives for the fire academy students so no changes are recommended at this time.</p>
76	<p>This semester, I did not have challenges with getting students scheduled for their assessment. This student that completed the initial and final assessment, they did improve on at least one component.</p>
77	<p>This semester, I did not have challenges with getting students scheduled for their assessment. Two of them did not return for the final assessment so I could not evaluate them. For those that did complete the initial and final assessment, all students did improve on at least one component.</p>
78	<p>This was a 5 week class at the end of the semester and I had quite a few students who just stopped after the first assignments.</p> <p>The students who stuck with the class did an amazing job on the assignments overall. I had just a few that submitted half done assignments. Not because they didn't know the material, but more because they just didn't do it.</p>
79	<p>This was my first semester teaching this course; I felt like students were pretty enthusiastic about their workouts and learning useful lifestyle fitness skills. Next semester I would like to offer more resources that they can utilize once the class is over - specifically apps or fitness tracker tools which are so common now.</p>
80	<p>This was the first semester offering this course. I found that movement progressions went much slower than I expected so I regressed my plan for the course quite a bit. Students were very enthusiastic about the class and I had high attendance and lively participation in discussions- but they were extremely self conscious about moving their bodies and also did not have much of a basic fitness, sport, or dance background. I kept the pole skills to a VERY basic level, and repeated workout lesson plans multiple times to give students more time to adapt to the skills. New strategies I tried were to spend more time discussing body awareness, body image, and societal stigmas around pole sport. In the future I will add more lessons about basic lifestyle fitness, injury prevention, and the mental health aspect of fitness participation.</p>
81	<p>Trying new strategies related to physical fitness and mental wellness. These included meditation and breathing exercises. In the future, I will freshen up the curriculum a little so returning students can try new things and new students can understand the material better the first time.</p>
82	<p>With the small numbers associated with this class (N=5) these results have little significance on SLO percentages. If I was to teach this course again I would continue to "improve" the</p>

	<p>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 the use of announcements, emails, and including all assignments on the "to do lists" available in and through Canvas.</p>
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