

Crafton Hills College - Outcomes Assessment Report

General Education Outcome: Health & Wellness

Assessed: 2025-2026

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 2025 or Spring 2026 semesters. Assessments occurred in 171 sections and resulted in a total of 3,691 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.	3,378	91.52%

List of courses where outcomes were mapped to the GEO (37 Unique Courses).

CD-126	EMS-150	KIN/F-108B	KIN/F-168B	KIN/X-170AX3
COMM-C1000	HEALTH-102	KIN/F-108C	KIN/F-168C	KIN/X-170BX3
COUN-120	HEALTH-104	KIN/F-109A	KIN/F-168D	KIN/X-181BX3
EMS-020	HEALTH-263	KIN/F-109B	KIN/S-138B	KIN-170
EMS-021	HEALTH-265	KIN/F-109C	KIN/S-148C	RESP-132
EMS-022	HEALTH-267	KIN/F-109D	KIN/S-148D	
EMS-067	HIT-101	KIN/F-168A	KIN/S-159A	
EMS-068	KIN/F-049	KIN/F-168B	KIN/S-159B	

Use of Results/Proposed Actions – Individual Submissions

1	Action? Retire :)
2	Alex did not attend enough class to be able to show real improvement in her yoga practice. I encouraged her to do extra credit but the extra credit she turned in was AI generated so I was not able to accept it.
3	Almost all the students completed the assignment, but I will reach out to the ones who did not do as well as others to see if they can put more detail in their work.
4	Continue to emphasize the importance of good patient care and documentation. Students were much better early on in this class. Patient care reports and evaluations were positive. Reports were complete and done on time.
5	Continue to emphasize the importance of providing and documenting good patient care in the field.
6	Continue to emphasize the importance of sound patient care and documentation. I was better prepared to instruct students on the importance of documentation and having their work done on time.
7	Continue to grow the program and intensity of the workouts.
8	Continue using real time feed back manikins
9	Continue with emphasizing the importance of good patient care and documentation.
10	Encourage students to attend all classes to meet the SLOs.
11	Encourage students to attend classes to stay on track
12	Encouraging students to come to class based on the research that more attendance, participation and committment means more strength and flexibility results.
13	I am going to add on my syllabus that chromebook, desktop or laptop needed for testing in order for honorlock to work.
14	I enjoy this class since I get to implement it into my core class, makes it feel less online.
15	I increased the number of weekly announcements and reminders and I will continue this with detailed feedback on assignments. I plan to work on my short answer questions to update them and incorporate more reflection.
16	I rearranged the order of content delivery and included more group activities. I can further encourage engagement with more class activities moving forward.
17	I think I have a good system so far, challenges I face are getting the students to communicate when they intend to leave. I present myself in an open manner, in hopes to make students feel comfortable to bring up challenges. I do have some every semester bring up issues and allow me to give them resources.
18	I will continue to do what I am doing with my returning students. Making them feel welcome and encouraging them to grow, get outside their comfort zones and become stronger and more flexible
19	I will continue to encourage full participation and 100% engagement during class. I will continue to challenge their strength and skill ability while having fun and enjoying the learning process.
20	I will continue to encourage full participation and 100% engagement during class. I will continue to challenge their strength and skill ability while having fun and enjoying the learning process. I will also encourage students to be on time to class, so as not to miss critical exercises that lead to better technique and strength.
21	I will continue to try and encourage the returning students to set challenge fitness goals as they progress in their fitness journeys.

22	<i>I will continue to try and encourage the returning students to set more challenging fitness goals as they progress in their fitness journeys.</i>
23	<i>I will give out more handouts on difficult topics, so the students might understand it better.</i>
24	<i>I will stick to what I am doing as it's working with my returning students.</i>
25	<i>I will work on contacting students who have missed the assignments.</i>
26	<i>Introduce more scenario based, high-realism simulations.</i>
27	<i>Made sure that the students had a high enough student to instructor ratio to make sure they got as much one on one instruction as possible. Also adding in verbal lecture on top of the video information.</i>
28	<i>Moving forward I would like to offer additional assignments or opportunities to teach their peers, to the students taking the course again to help further develop their exercise knowledge.</i>
29	<i>No need to adapt or change for this student learning outcome.</i>
30	<i>No need to adapt or change since minimum requirement was met</i>
31	<i>No need to propose action to change anything. 13/14 students (93%) were able to complete this task with success.</i>
32	<i>No proposed actions --- outstanding class!</i>
33	<i>Overall, HLTH 104 was a successful course, with 93.3% of students meeting assessment standards, indicating strong achievement of the stated Student Learning Outcomes. Students demonstrated solid comprehension of foundational public health concepts and strong engagement with course material, particularly in discussions related to health careers and real-world public health applications. Informal student feedback suggested high interest in the field of public health and a desire to learn more about career pathways, which reflects positively on course relevance and student motivation. This course incorporated a variety of instructional strategies appropriate for an online learning environment, including discussion-based learning, applied examples, and low-stakes assessments to reinforce key concepts. Students responded positively to the structure of the course and the clarity of expectations. Engagement and performance remained consistent across the quarter, and most students demonstrated improvement in their ability to connect public health concepts to current issues and community-level health concerns. One challenge encountered involved a student reporting technical issues with quiz access during the final weeks of the quarter. Accommodations were provided in good faith, including emailed PDF versions of quizzes and the final exam. Subsequent review revealed a pattern of similar behavior reported by another health faculty member, indicating this was not a course design or platform issue but an isolated academic integrity concern. This did not reflect a broader systemic problem, as other students did not experience access issues and course performance remained strong overall. In future offerings of HLTH 104, additional safeguards will be implemented to support academic integrity in the online environment, including clearer guidance on troubleshooting procedures, documentation requirements for reported technical issues, and coordination with instructional support services when access concerns arise. Content-wise, the course will continue to emphasize foundational public health principles while exploring opportunities to expand exposure to public health career pathways, given strong student interest. No major modifications to Student Learning Outcomes are recommended at this time, as outcomes were met at a high rate; however, minor refinements to assessment alignment and discussion prompts may be considered to further strengthen application-based learning. Overall, the course met its objectives effectively, and planned adjustments focus on strengthening integrity practices and building on existing instructional successes rather than addressing learning gaps.</i>

34	<i>Student attendance and commitment to the course are essential to course success throughout the semester. Instructor/Student communication and support assisted with maintaining the professional and ethical standards when representing the campus mission. Non compliance with course attendance and expectations influences student's ability to complete the coursework and successfully complete the components required for the class.</i>
35	<i>Student's all created a food log and tracked their food for 2 weeks. Additionally the reflected on macros and where they were lacking in their nutrition. They came up with a plan. I would like to do this assignment earlier, and then have a follow up log to see if they have actually made changes. Student's reflected on other countries foods and nutrition. Students also worked on breaking through their own unhealthy eating habits, mental health issues, and family genetics when it comes to addictions. We had an overall wellness portfolio made where students reflected on their own wellness journey and what works vs doesn't work in their lives. Then they would discuss in groups and present their findings.</i>
36	<i>Students did well on their quarterly assessments indicating they improved flexibility and strength over the semester. Here are some quotes from their end of semester assessments, "I feel overall proud of myself and I want to thank Ms. Johnson for pushing me past my limits and my comfort zone," and "Overall, I felt I did very good in every pose we did in the beginning versus now and I am inspired to do more. I am sad the class is ending and hope to keep up my practice. Thank you professor."</i>
37	<i>Students that passed performed well. Motivation is the key to success and still a primary focus.</i>
38	<i>Students that passed the class, did well and what was expected of them.</i>
39	<i>Students that were successful performed well.</i>
40	<i>Students were successful in this SLO through exam results and discussion threads.</i>
41	<i>Target met. No proposed actions at this time.</i>
42	<i>Target was met. No proposed actions are necessary. It should be noted that there are 9 students missing from the above list: 2 students are NA due to missed assignments pertaining to the SLO and 7 students scored a 4 on the above rubric. Based on the data from the missing 9 students the target percentage is higher than it appears.</i>
43	<i>The presence of several "adult" learners in this class had a notably positive impact on the overall experience. Their contributions enhanced both the social atmosphere and the collective appreciation for skill development throughout the semester. As a result, I plan to continue marketing this class within our senior gated communities. Additionally, the assessment results regarding students' knowledge of rules and strategies reaffirm the value of the information tests conducted during the semester. These assessments emphasize practical understanding of playing strategies, rules, the code, and etiquette. Another aspect that worked exceptionally well was the competitive component. This semester's success in that area was largely due to the balanced skill levels and experience among students, which is not always easy to achieve, as past semesters have typically seen a wider range of abilities.</i>
44	<i>There was notable improvement in the athletes water polo skills throughout the off season.</i>
45	<i>This class did well, with only a few not improving as much over time - generally associated with less attendance in class. Encouraging attendance is always helpful.</i>
46	<i>This class I seem to have figured out the communication more with it being an online class attached to an in person section. My problem lies in getting the students to follow deadlines and with that I plan to make some changes about my late policy and point deductions early on and make them clear to the students so they know how to be successful. I usually do not mind late work, but it seems the students tend to take advantage of that and try to complete last minute instead of progress forward in the course in a timely manner.</i>

47	<i>This course was overall successful, with strong student engagement and consistent performance across assignments. Students were often surprised by how much they enjoyed the class, particularly the opportunity to reflect on their own cultural background and how it influences their food choices and health behaviors. The final paper demonstrated meaningful depth of reflection and the ability to connect course concepts to personal experiences, indicating that the learning objectives were largely met. One area of success was the use of varied assessment methods (discussion posts, reflections, quizzes, and a summative paper), which supported different learning styles and allowed students multiple ways to demonstrate understanding. Students showed notable improvement over time in their ability to articulate cultural influences and apply course concepts more critically. A challenge identified in this course was the increasing reliance on AI-generated responses in written discussion boards, which limited authentic student voice and reduced the depth of personal reflection in some cases. Additionally, while most students engaged well, some demonstrated surface-level responses in early discussions, suggesting a need for more structured or interactive formats to deepen engagement. In future iterations of the course, I plan to implement new strategies to enhance authenticity and engagement, including transitioning discussion boards to audio or video-based responses. This approach is intended to encourage more genuine student expression, reduce reliance on AI-generated content, and better capture students' personal experiences and perspectives. I will also continue refining prompts and scaffolding to support deeper critical thinking earlier in the course.</i>
48	<i>This is my first semester teaching this specific class, although everyone passed with an A and demonstrated adequate knowledge base on their SLO's, there are new strategies I wish to implement. With this upcoming semester, I plan to make some structural changes and change the way I present some of the information. This class is all about critical thinking. I also think I want to change one way the SLO's are measured.</i>
49	<i>This is my first year coaching here at Crafton, so the team along with myself are adapting to a new style. The team has grown closer to each other and have a new motivation to train and get better. We have learned together the best way to train along with learning why we are doing certain drills and sets. With the explanation of "why" the students have adapted and grown a lot over this semester. We do have some beginner swimmers and others are more advanced. With that we make modifications with the sets, but keep the team all as one.</i>
50	<i>This semester I had the students track and submit their progress through canvas instead of a physical journal which allowed for more detailed feedback.</i>
51	<i>This semester, I incorporated many of the new RSI requirements. I increased the number of announcements per week and tried to give more frequent individual feedback. I updated my syllabus and added a section for RSI communication in my Canvas course modules. I continued to alert students to upcoming deadlines or missed work. Summer classes are usually much shorter in duration, occur during a time of more vacations that cause missed work, and are often the first college courses that freshmen take.</i>
52	<i>This semester, the Food and Culture class was highly engaging, with students connecting cultural identity, family traditions, and health outcomes in thoughtful ways. I incorporated new strategies such as short reflection prompts tied to lecture videos and more culturally inclusive examples in assignments. These changes encouraged deeper discussions and stronger personal connections to course material. One notable success was the improvement in students' ability to critically analyze how cultural beliefs influence dietary patterns and health outcomes. Many students demonstrated growth in applying cross-cultural perspectives rather than defaulting to a Western health model. A continued challenge involved helping students distinguish between cultural food practices and nutritional misconceptions, especially when addressing sensitive topics like food</i>

	<i>restriction, fasting, or cultural taboos. Some students initially struggled with connecting psychological aspects of food to broader cultural influences, suggesting a minor learning gap in integrating interdisciplinary concepts. Planned Actions for Future Terms: In the future, I plan to: Add a brief module or case study on food and identity across the lifespan to strengthen SLO 5. Include a formative quiz or "concept check" to reinforce key distinctions between physiological and psychological health connections (SLO 1 and 4). Integrate more peer-led discussions and visual learning tools (e.g., cultural food maps, storytelling activities) to engage diverse learning styles. Recommend revising the assessment rubric language to better capture cultural competence and critical thinking, ensuring closer alignment with SLO 2 and 3. These refinements aim to improve assessment consistency, enhance interdisciplinary understanding, and maintain a culturally responsive learning environment.</i>
53	<i>This term, several new engagement and RSI strategies were piloted with positive results. Increased use of targeted "message students who..." outreach improved communication, student follow-up, and overall engagement throughout the course. Students demonstrated strong overall performance and reported feeling included and supported within the online course environment. Areas identified for improvement include updating two lecture videos where audio quality was lower than intended. In future terms, discussion boards will be redesigned into smaller group formats with video submissions to increase interaction, connection, and student engagement. Additional RSI strategies and proactive instructor outreach will continue to be expanded based on the positive outcomes observed this semester. At this time, no major SLO modifications are recommended; however, continued refinement of assessments, engagement strategies, and multimedia delivery will be implemented to further support student success and participation.</i>
54	<i>This was a great semester with a tremendous amount of progress. Students took quarterly fitness assessments doing 6 yoga poses every quarter for time or reps to see how much they could progress in flexibility and strength with dedication and determination with their yoga practice. Here are some quotes from students end of year assessments. "happy with where I started in comparison to last assessment! and "Amazed myself more than I did the last assessment. I was scared to start this one but I exceeded my expectations. It felt intense but very rewarding to see what my body is capable of doing. It was also nice seeing the class improve as a whole."</i>
55	<i>This was my first time teaching yoga as a hybrid in-person and online course. Students participated well in class and attendance was high. As a south asian person, I believe there is a misunderstanding in the way that yoga is presented to students in the class schedule. Yoga is as much a practice about philosophy, history, and culture as it is a fitness activity. Students were extremely interested to learn about the history and culture of yoga, and were fascinated to discover that there is more to it than just stretching. I feel that by categorizing yoga as a fitness only class, students are missing an important opportunity to learn about multi-cultural history and philosophy of movement from another cultures perspective.</i>
56	<i>Throughout this PT class, students demonstrated both successes and challenges in meeting the course learning outcomes. Many students showed measurable improvements in cardiovascular endurance, strength, and overall physical readiness. Consistent participation and effort contributed to noticeable gains in performance throughout the semester. Several students adopted new training strategies, including improved pacing during endurance activities, greater attention to recovery and hydration, and increased physical conditioning outside of class. These approaches generally resulted in improved performance and a better understanding of the physical demands associated with fire service work. Students demonstrated notable improvement in their ability to complete physical tasks efficiently and safely. However, some learning gaps were identified in areas such as mobility, recovery practices, and maintaining consistent performance under fatigue. Continued emphasis on these areas will further enhance student</i>

	<i>preparedness for fire academy training and career requirements. Moving forward, students are encouraged to continue implementing effective training strategies, maintain consistent fitness routines, and focus on long-term physical development. As an instructor, I recommend incorporating periodic benchmark assessments throughout the course to provide additional opportunities for students to track progress and identify areas needing improvement. The current course content effectively supports student learning outcomes, though continued refinement of assessment methods may further strengthen student success and readiness for the physical demands of the fire service.</i>
57	<i>Travel to Europe and Argentina to contemplate these results. I will then wish Rick good luck!</i>