

# Crafton Hills College - Outcomes Assessment Report

**General Education Outcome E: Health and Wellness**

**Term Assessed: 2015 Spring**

## ***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)***

On Flex Day, April 1, 2015, the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) with the Professional Development Committee (PDC) organized a campus wide meeting to discuss the results collected from SLO Cloud tool on the Health and Wellness GEO. Twenty-six adjunct and full-time instructional and non-instructional faculty from 20 different disciplines attended the session and chose which GEO group to participate in.

## ***Summary of Evidence***

The Office of Institutional Effectiveness, Research, and Planning (OIERP) provided a summary of the GEO results for Health and Wellness based on faculty mappings to the GEO, the proposed actions, and the list of courses where the outcome was mapped to the Health and Wellness GEO. A list of proposed actions, courses with outcomes mapped to Health and Wellness, and the results are illustrated below.

***Table 1: List of Proposed Actions for Courses with Outcomes Mapped to GEO E: Health and Wellness.***

<p>1. It appears that students were able to successfully use their compasses and their surroundings to navigate their way around an unknown area, manage time and return successfully to their point of origin. Their mapping skills were pretty accurate based on the few tools they had available to them. Although they were not all expert map makers they were all aware of the directions they were traveling and had a good understanding of time and space. 2. All students were able to increase the distance they traveled in a one hour period on the same trail. This was due to an increase in their personal walking pace. This may have been altered due to an increase in cardio respiratory endurance, muscular strength and endurance or walking mechanics. Some of the students who only scored a 3 may have been capable of more however, quite a few of them hung out in groups or with partners which may have slowed their pace. Regardless, all students improved. 3. Students did an excellent job of preparing their packs each day. The students who received a 3 did so because they did not bring a snack or did not have enough water. Many of them simply forgot to recharge their packs after our longer weekend hikes. Money is also a factor for some of these students. This class has performed better than previous hiking classes and it really appears to be due to good daily attendance and uniform participation in longer off campus hikes. Last semester (Spring), had very poor statistics due to low participation. I believe our new facilities have been an inspiration for students to join our physical education classes and has motivated them to keep coming to class.</p>
<p>All SLO's are &gt; 70% and they are meeting the program standard.</p>
<p>Karate SLO Summary Fall 2014: (all scores in percentages and rounded) Fall 2014 (Combined results for KIN/S 159 A &amp; B)          Karate n=9 Kihon Kata (form) 3 point sparring Rubric 0/1/2/3 0/1/2/3 Movements 0/0/3/97 0/0/9/91          Kiai (spirit) 0/3/6/91 0/0/9/91 Bowing (respect) 0/0/3/97 0/0/3/97 ** This rubric was implemented in the fall semester of 2013 as a midterm exam in preparation for the students' belt examination for the next rank in Shito-Ryu karate. The skills tested were their forms (Kihon Kata) and 3 point sparring techniques, which are pre-defined attacks with counterattacks. Each student was asked to perform the Kihon Kata which consists of 20 pre-defined movements in a formation that was used to practice martial arts for centuries. The students also demonstrated their 3 point sparring techniques by going with another student from the class showing their blocking skills and counterattacks against an</p>

opponent. The two Student Learning Outcomes that were assessed were the following: • Perform major physical skills and elements of the sport/activity, in concert with their level of training and experience. • Conduct themselves with character, respect, good sportsmanship and etiquette appropriate to the customs and traditions of the activity. To achieve the highest score (3) in movements, the student must be able to perform the movements with correct speed and stances for a beginner level student. To achieve the next highest score of (2), the student must be able to perform the movements, perhaps lacking either proper stance or speed. To achieve the next highest score, (1) the student perhaps need to restart the form and lacked both stances and speed. The lowest score (0) is acquired if the student does not know the movements and cannot block any attacks. For the kiai and bowing evaluation, the highest score (3) is if the student did not miss any opportunities to bow or kiai during the exam. To achieve the next highest score of (2), the student missed between 1-2 opportunities to bow or kiai. To achieve the next highest score of (1), the student missed between 3-5 opportunities to bow or kiai. The lowest score (0) is acquired if the student does not bow or kiai more than 6 times during the exam.

Most students were able to accurately calculate their target heart.

Students showed improvement from the beginning to the end of the semester. Students were challenged physically as well as cognitively.

Students were evaluated at mid-term on their presentation of 3 beginning level Ballroom dance combinations in Waltz, Cha-Cha and West Coast Swing. To demonstrate technical skill and proficiency in the following areas: memorization, coordination and sequencing of choreographed patterns; lead and follow technique in a partnered dance setting; musicality. The rubric used measured student performance on a scale of 1 to 10, where 10 was excellent and 1 was failing. The goal for this assessment was to measure the overall success of the class and to determine what areas need improvement. 1- 6 points or less 2= 7 points, 3= 8 points 4 = 9-10 points 90 % of students scored an 8 or greater. Most students in this class had little exposure to Ballroom dance prior to taking this course. As beginners they excelled in areas of memorization and sequencing of choreographed patterns. However, since they were beginners areas such as musicality were not as strong. This is something that takes more than one semester to learn so it is to be expected.

Students were evaluated one-on-one by the instructor requiring them to perform a beginning level T'ai Chi Ch'üan form. The instructor evaluated forty-one components; the first seven components of another Tai Chi Ch'üan form; and a Chi Kung form, consisting of 37 components. In addition, students were tested on their name recognition of the moves by demonstrating a random sampling of moves prompted only by the move's name. All of this was examined on a component by component basis on a simple scale of acceptable/not acceptable criterion based on a beginner's acceptable level of ability. After completing this type of an evaluation it seems that it is very time consuming and might not be the most time efficient way to evaluate students in the future, depending on the size of the class. This style of testing took multiple days working one on one with students. In this class there were only 11 students who took the final so this detailed type of test worked okay. However, for larger class sizes the method of evaluation will need to be changed. All students scored a 70% or higher (1= less than 70%; 2= 70-80%; 3= 80-90% ; 4= 90% or greater), which means that all students were competent at the beginner level. The reason that scores are so high is that these 11 students are the only ones out of 22 that kept up attendance and made it to the end of the semester. Other students dropped along the way. These remaining students had perfect attendance which showed how successful the training and practice was during class.

The students gained aerobic stamina through the Sun Salutations, as well as flexibility, and even the students who found it necessary to take a break did so with less frequency. The plank from the beginning of the semester to the end of the semester showed a marked improvement.

The students gained aerobic stamina through the Sun Salutations, as well as flexibility, and even the students who found it necessary to take a break did so with less frequency. This was a strong group with many of them easily handling a three minute plank by the end of the semester.

Table 2: Number and Percent of students scoring 3 or Higher on the Health and Wellness GEO.

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
9	Health & Wellness: 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.	28	12	81	439	520	92.86%

*Table 3: List of Courses where Outcomes were mapped to the Health and Wellness GEO.*

KIN/D-163A	KIN/F-168B	KIN/S-159B
KIN/F-155A	KIN/F-191A	KIN/S-190A
KIN/F-155B	KIN/F-191B	PE/I-164
KIN/F-168A	KIN/S-159A	RESP-130

***Use of Results/Proposed Actions (Implications for Program Improvement & Planning)***

- We observed an extremely high level of success among the vast majority of students. One likely explanation is that the standards are set too simplistic or too low. A suggested action is to raise the bar regarding performance and cognitive standards.
- One challenge as we increase the complexity of standards is to maintain consistency across multiple sections with several different instructors.