

## Course Assessment- Part B: Your Results &amp; Analysis

COMPLETE

#564

Please select your course and name from the drop-down menu. If your course or name are incorrect or missing, contact Sara Wade, the Instructional Services Administrative Assistant, 541-506-6037 or [swade@cgcc.edu](mailto:swade@cgcc.edu).

HPE 295- Health and Fitness for Life- Amanda Holdiman- Fall 2022

**\* Part B: Your Results DIRECTIONS 1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. (Only include data for students who completed the course. Do not include students who withdrew or earned an incomplete) Data for all 3 outcomes should be reported below.**

For this review, I included 21 students from Fall 2022 HPE295 Sections 1&2. These students met the criteria set out in Part A in which I specified that those students who actively participated in class would included. In Part A, I specified that I would be examining assignments turned in, regardless of the grade they received. These are the results for those students:

Fitness Logs: 19/21  
Discussion Forums: 19/21  
SMART Goal: 86%  
Plan Development: 86%  
Food Journals: 100%  
Analyzed Food Journals: 91%  
Cooking Videos: 86%  
Chronic Disease Paper: 100%  
Final Written Reflection: 86%  
Final Cooking Video: 95%

**\* Outcome #1**

Apply Behavior Change Theories to Assess and Self-Reflect on Health and Fitness Status.

These are the results when adding the criteria of a C or above:

Fitness Logs: 91% (19/21)  
Discussion Forums: 71% (15/21)  
SMART Goal: 71%  
Plan Development: 86%  
Food Journals: 100%  
Analyzed Food Journals: 86%  
Cooking Videos: 71%  
Chronic Disease Paper: 95%  
Final Written Reflection: 86%  
Final Cooking Video: 91%

**\* % of students who successfully achieved the outcome (C or above)**

These are the results when adding the criteria of a C or above: Fitness Logs: 91% (19/21) Discussion Forums: 71% (15/21) SMART Goal: 71% Plan Development: 86% Food Journals: 100% Analyzed Food Journals: 86% Cooking Videos: 71% Chronic Disease Paper: 95%

## \* Outcome #2

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Apply and Evaluate Wellness Concepts that Promote Health and Fitness.

These are the results when adding the criteria of a C or above:

Fitness Logs: 91% (19/21)  
 Discussion Forums: 71% (15/21)  
 SMART Goal: 71%  
 Plan Development: 86%  
 Food Journals: 100%  
 Analyzed Food Journals: 86%  
 Cooking Videos: 71%  
 Chronic Disease Paper: 95%  
 Final Written Reflection: 86%  
 Final Cooking Video: 91%

## \* % of students who successfully achieved the outcome (C or above)

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These are the results when adding the criteria of a C or above: Fitness Logs: 91% (19/21) Discussion Forums: 71% (15/21) SMART Goal: 71% Plan Development: 86% Food Journals: 100% Analyzed Food Journals: 86% Cooking Videos: 71% Chronic Disease Paper: 95%

## \* Outcome #3

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Explore Activity Options to Maintain and/or Improve Lifelong Health and Fitness.

These are the results when adding the criteria of a C or above:

Fitness Logs: 91% (19/21)  
 Discussion Forums: 71% (15/21)  
 SMART Goal: 71%  
 Plan Development: 86%  
 Food Journals: 100%  
 Analyzed Food Journals: 86%  
 Cooking Videos: 71%  
 Chronic Disease Paper: 95%  
 Final Written Reflection: 86%  
 Final Cooking Video: 91%

## \* % of students who successfully achieved the outcome (C or above)

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These are the results when adding the criteria of a C or above: Fitness Logs: 91% (19/21) Discussion Forums: 71% (15/21) SMART Goal: 71% Plan Development: 86% Food Journals: 100% Analyzed Food Journals: 86% Cooking Videos: 71% Chronic Disease Paper: 95%

## \* ANALYSIS 3. What contributed to student success and/or lack of success?

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Students who attended class and actively engaged with the course work did well. Student success in class was encouraged by clear instructions and expectations, as well as their ability to engage with the assignments in ways that were meaningful to them. For those who did not succeed in class, the vast majority simply didn't show up (and didn't unenroll). For those who did attend class in the beginning, but stopped attending class at some point in the term, it seemed to be that life became overwhelming for them and they were unable to continue with their studies. For one student, he had a difficult time getting started and didn't show up to class for the first several weeks, which greatly contributed to his lack of success in the class as a whole. There were some students who reported not understanding how to use Moodle, but didn't respond to emails from me or be in touch with me until weeks into the term. Still other students reported that they didn't really see this class as something that they needed to put energy into until they were several weeks into the term.

## \* 4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Please compare your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes.

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Seven students completed the questionnaire; 6/7 of those students increased their understanding/mastery of the three outcomes. Some of those questionnaires were incomplete, however for those who completed the questions, most felt as though the assignments, readings, and lectures were meaningful and helpful for them to move forward in their health and wellness journey.

**\* 5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A)**

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Yes. The overwhelming majority of students who actively engaged in class were able to successfully complete and submit the assignments.

**\* 6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)?**

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I don't believe that there are any course adjustments that I can make that will counter the life circumstances/choices that prevent students from attending class. Those students who actively engaged with the course material did well. There were some issues with students understanding due dates for assignments and I have made those more clear in the Moodle Page. I have also sent out an introductory email to all students outlining the first steps they need to take to get started in class to prompt them into engaging with Moodle.

**7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result?**

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None.

**\* 8. Describe the results of any adjustments you made from the last assessment of this course (if applicable) and their effectiveness in student achievement of outcomes.**

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NA

**9. Describe how you explain information about course outcomes and their relevance to your students.**

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In this course, we will be learning and applying various strategies (reflection, goal setting, plan creation, and hands-on learning) that will enable you to assess and reflect on your health and wellness status and you will gain the tools to implement meaningful changes in your life to improve your health and wellness.

**10. Please describe any changes/additions to instruction, curriculum or assessment that you made to support students in better achieving the CGCC Institutional Learning Outcomes: ILO #1: Communication. The areas that faculty are focusing on are: "Content Development" and/or "Control of Syntax and Mechanics" and ILO #2: Critical Thinking/Problem Solving. The areas that faculty are focusing on are: "Evidence" (Critical Thinking) and/or "Identify Strategies" (Problem Solving). ILO #4: Cultural Awareness. The area that faculty is focusing on is: "Curiosity" - Encouraging our students to "Ask deeper questions about other cultures and seek out answers to these questions" ILO #5: Community and Environmental Responsibility. The area that faculty are focusing on are: "Applying Knowledge to Contemporary Contexts" and "Understanding Global Systems" ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

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I have not made any changes, but this is how I supported students in achieving the CGCC ILO's in Fall 2023:

ILO #1 - Communication: This is advanced through the weekly Discussion Forums where students are expected to effectively convey ideas related to a posed question. This includes doing outside research and communicating the findings to the class, as well as engaging with each other in meaningful ways.

ILO #2 - Critical Thinking/Problem Solving: This is advanced through the weekly Discussion Forums where students need to research a topic and communicate those findings to the class. There is also a chronic disease paper that requires them to seek out resources and use the findings to discuss how chronic disease risk can be reduced.

ILO #3- Quantitative Literacy: This is advanced through the use of their food journals and the Cronometer app where they analyze their current nutrient intake and develop methods of finding nutrient balance through food.

ILO #4- Cultural Awareness: This is achieved through readings, lectures, and cooking assignments where students can showcase meals that they have created, which are often culturally diverse.

ILO #5- Community and Environmental Responsibility: This is achieved during week 10 in their readings, lectures, and Discussion Forum when we discuss the Social Determinants of Health.