

---

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- Part B- Fall 2024

**\* 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 COA, I chose different metrics to assess student achievement than I did in the previous COA for HPE295 (Fall 2022). Instead of simply examining whether students turned in assignments, I decided to evaluate how many students received a C or above for each assignment.

**\* Outcome #1**

---

Fitness Logs - 85%  
Current Fitness Reflection - 92%  
SMART Goal Development - 69%  
SMART Goal Plan Development - 77%  
Final Written Reflection - 77%

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

---

Please see percentages above

**\* Outcome #2**

---

Fitness Logs - 85%  
Discussion Forums - 62%  
Current Fitness Reflection - 92%  
Cooking Video Assignments - 31%  
SMART Goal Development - 69%  
SMART Goal Plan Development - 77%  
Label/Ingredient List Video Assignment - 54%  
Chronic Disease Assignment - 46%  
Final Written Reflection - 77%  
Final Cooking Video Assignment - 46%

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

---

Please see percentages above

### \* Outcome #3

---

Fitness Logs - 85%  
Discussion Forums - 62%  
Current Fitness Reflection - 92%  
Cooking Video Assignments - 31%  
SMART Goal Development - 69%  
SMART Goal Plan Development - 77%  
Label/Ingredient List Video Assignment - 54%  
Chronic Disease Assignment - 46%  
Final Written Reflection - 77%  
Final Cooking Video Assignment - 46%

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

---

Please see percentages above

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

---

Most students (77%) in HPE295 for Fall 2024 term completed the course with a C or above (2 F; 1 D). When looking at the individual data, feedback for assignments, and the metrics I set in place for Part A, it appears as though students struggled to complete assignments thoroughly or adequately follow instructions for the assignment completion. Most students completed most assignments (this is an improvement from the COA in Fall 2022), but struggled to meet all of the requirements and thus earned below 70% for the total category. My impression from grading their assignments was that they did not dedicate enough time/energy to the completion of the assignments. This is a common problem with HPE295 in that many students seem to come into class expecting to earn an "easy A" given that this is just a "health class." Areas where students really excelled was in their fitness assessment and fitness activity logs -- this means they successfully incorporated physical activity into their lives in a consistent basis and were able to reflect on their fitness levels. They also did a really good job with their SMART Goal Plan development, which set them on track to incorporate meaningful physical activity in their lives and work towards personalized goals.

### \* 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.

---

No students completed the SCE.

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

---

No

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

---

I believe that it may be helpful to discuss in the beginning of class how much time this class requires; I may add that into the overview video, syllabus, and syllabus assignment. I am also thinking of requiring (or adding bonus points) students to meet with me a minimum of one time during the term; it is my thought that it may boost connection and encourage them to reach out to me with any questions. Even though I respond to email and have set office hours (as well as being available for Zoom meetings at other times), I wonder if students feel a bit disconnected from me because this is an online course.

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

---

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.

---

I have begun reaching out to students in the second week of class if I am seeing that they are not completing assignments. If they do not improve in week 2, I refer them to the PASS Program in week 3. This seemed to enable students to connect with services that can help them.

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

---

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: "Openness" (Encouraging our students to "Initiate and develop interactions with culturally different others") ILO #5: Community and Environmental Responsibility. ILO#3 - Quantitative Literacy - "Application/Analysis" and/or "Assumptions"**

---

I have not made any changes, but this is how I supported students in achieving the CGCC ILO's in Fall 2024:

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 SMART Goals and Plan development, cooking videos, and the label/ingredient list assignments. These assignments require that students take information and knowledge from class and apply that in the real world.

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.