

	<h1>Assessing the Lifelong Wellness ISLO: Fall 2014</h1> <p>Source: Office of Research, Planning, and Institutional Effectiveness</p>	
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Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.

Lifelong wellness includes the ability to:

- 1) demonstrate an understanding of **physical fitness** and its role in lifelong wellness.
- 2) take **personal responsibility** for identifying psycho-social needs, determining resources, and accessing appropriate services for academic success.
- 3) (approved for pilot) exhibit a **growth mindset**, such as seeing effort as a path to mastery, persisting in the face of setbacks, embracing challenges, and learning from constructive criticism.

Assessment Methodology

- Nineteen faculty across the disciplines whose courses mapped to at least one of the three descriptors participated. Primarily Counseling, Kinesiology/ Athletics/ Dance, and Mathematics instructors participated.
- Faculty evaluated 528 students' work using the relevant parts of the [rubric](#). All prompted students to reflect on their own attitudes or behaviors, whether through surveys or journals.
- The PRIE office aggregated and disaggregated results for discussion.

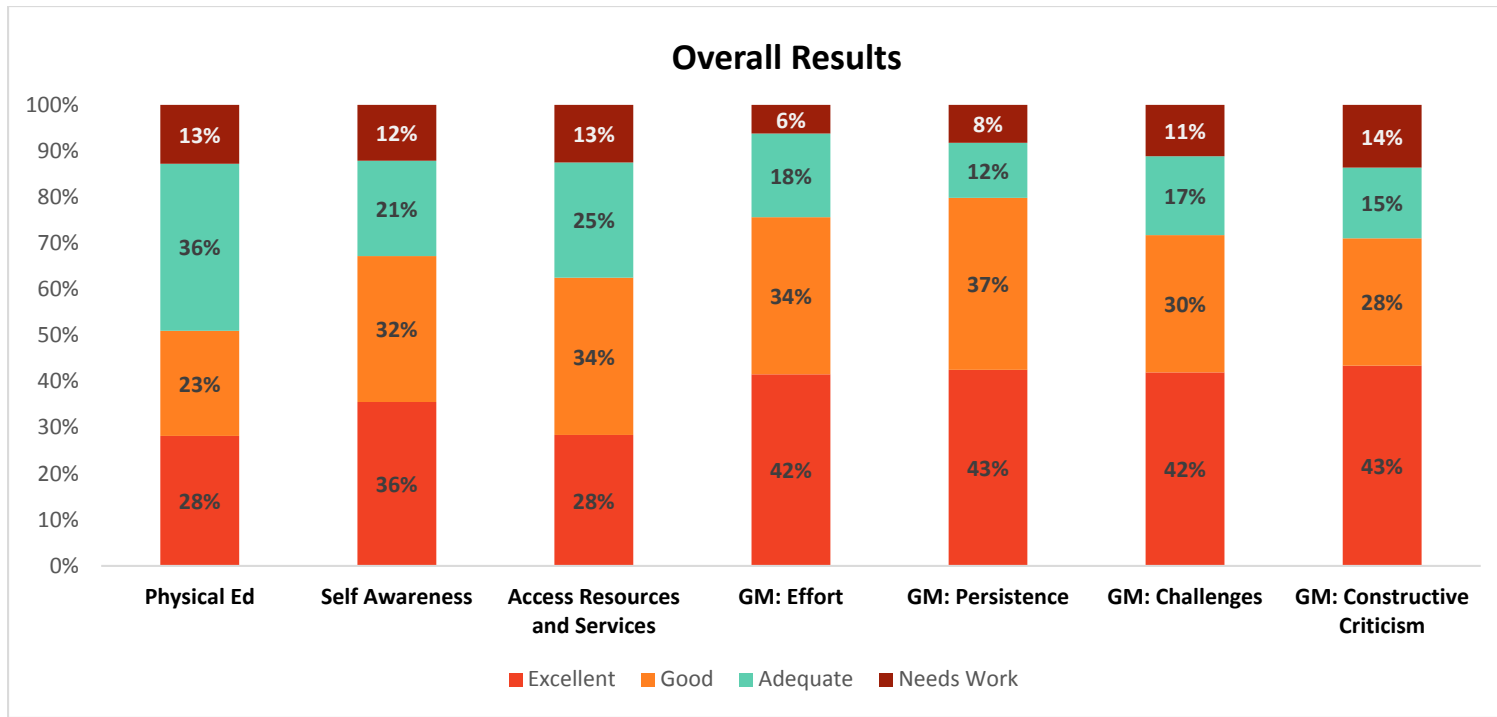


Table 1: Overall Results							
	Physical Ed	Self-Awareness	Access Resources and Services	GM: Effort	GM: Persistence	GM: Challenges	GM: Constructive Criticism
Excellent	42	91	25	167	171	162	99
Good	34	81	30	137	150	115	63
Adequate	54	53	22	73	48	66	35
Needs Work	19	31	11	25	33	43	31
N (excluding not measured)	149	256	88	402	402	386	228
Not Measured	379	272	440	126	126	142	300

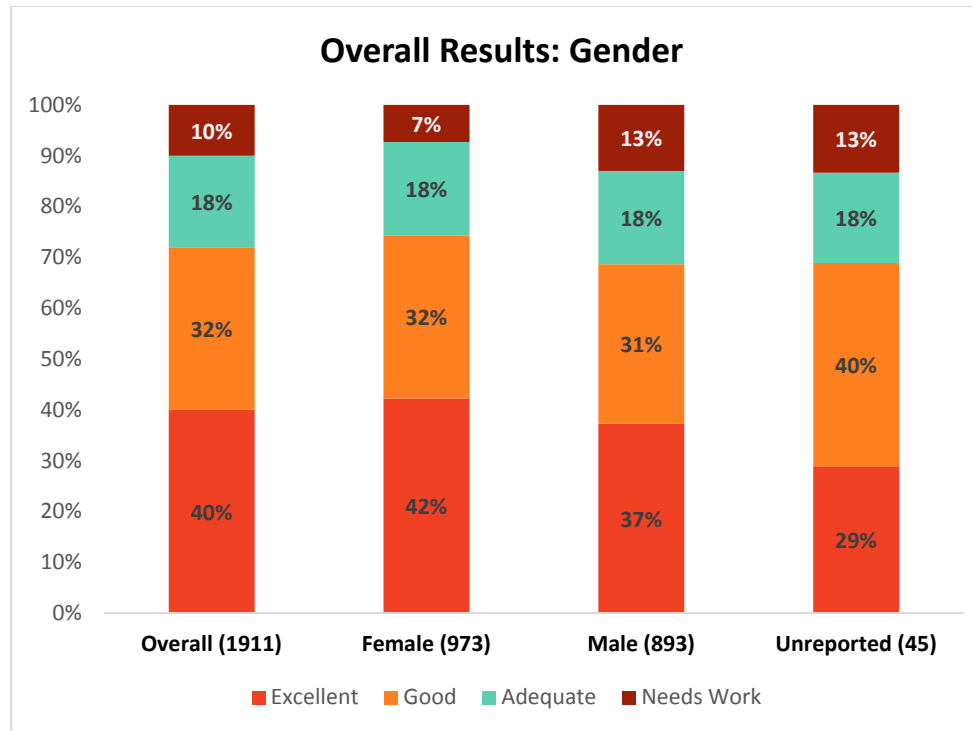


Table 2: Overall Results Disaggregated According to Gender								
	Overall		Female		Male		Other/ Unreported	
	#	%	#	%	#	%	#	%
Excellent	757	40%	411	42%	333	37%	13	29%
Good	610	32%	312	32%	280	31%	18	40%
Adequate	351	18%	179	18%	164	18%	8	18%
Needs Work	193	10%	71	7%	116	13%	6	13%
N (excluding not measured)	1911	100%	833	99%	893	99%	45	100%
Not Measured	1785		833		885		67	

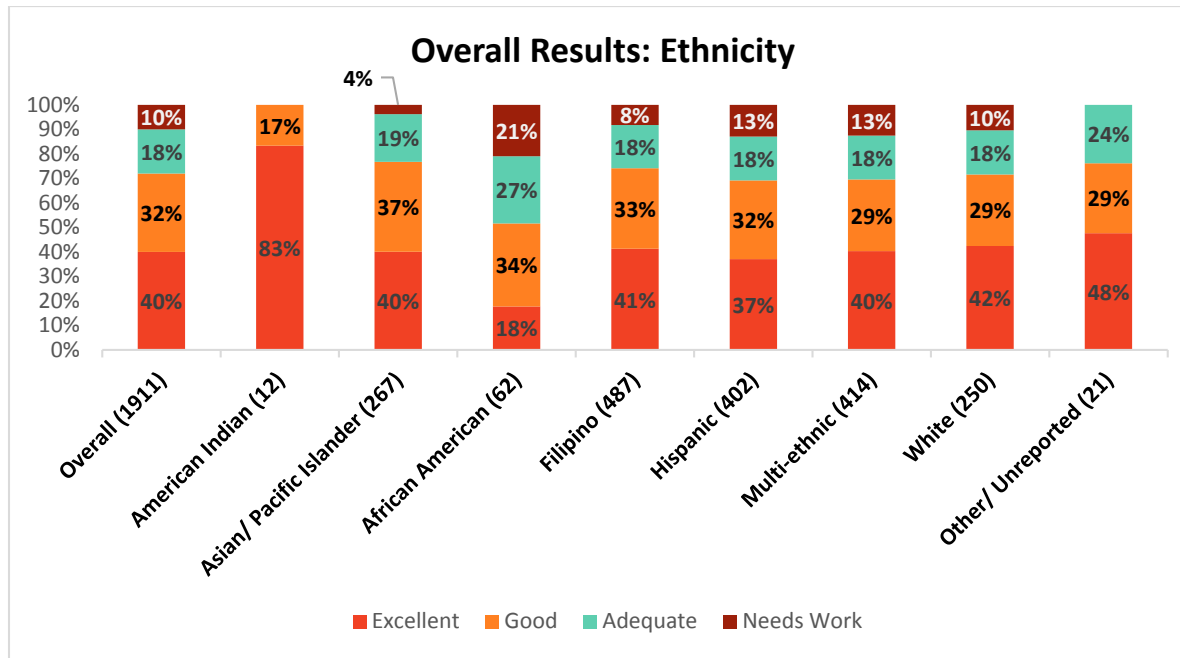


Table 3: Overall Results Disaggregated According to Ethnicity																		
	Overall		American Indian		Asian/ Pacific Islander		African American		Filipino		Hispanic		Multi-ethnic		White		Other/ Unreported	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	757	40%	10	83%	107	40%	11	18%	201	41%	149	37%	167	40%	106	42%	10	48%
Proficient	610	32%	2	17%	98	37%	21	34%	160	33%	129	32%	121	29%	73	29%	6	29%
Basic	351	18%	0	0%	52	19%	17	27%	86	18%	72	18%	74	18%	45	18%	5	24%
Novice	193	10%	0	0%	10	4%	13	21%	40	8%	52	13%	52	13%	26	10%	0	0%
N (excluding not measured)	1911	100%	12	100%	267	100%	62	100%	487	100%	402	100%	414	100%	250	99%	21	101%
Not measured	1785		9		237		57		521		375		363		212		14	

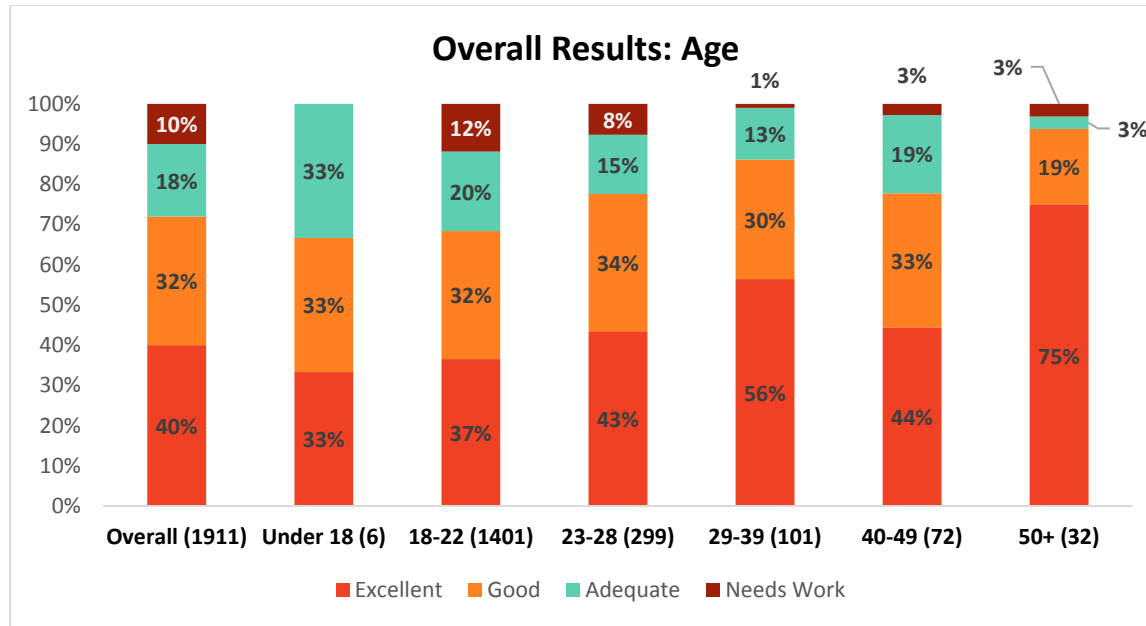


Table 4: Overall Results Disaggregated According to Age																
	Overall		Under 18		18-22		23-28		29-39		40-49		50+		Other/ Unreported	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Advanced	757	40%	2	33%	512	37%	130	43%	57	56%	32	44%	24	75%	757	40%
Proficient	610	32%	2	33%	446	32%	102	34%	30	30%	24	33%	6	19%	610	32%
Basic	351	18%	2	33%	277	20%	44	15%	13	13%	14	19%	1	3%	351	18%
Novice	193	10%	0	0%	166	12%	23	8%	1	1%	2	3%	1	3%	193	10%
N (excluding not measured)	1911	100%	6	99%	1401	101%	299	100%	101	100%	72	99%	72	100%	1911	100%
Not measured	1785		1		1434		81		81		47		47		1785	

LIFELONG WELLNESS RUBRIC				
REVISIONS IN GREEN				
ISLO Descriptor	Needs Work	Adequate	Good	Excellent
Physical Education	Student scores under 70% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 70 to 79% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 80 to 89% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 90% or more on a division physical education test which demonstrates -his/her understanding of physical fitness and wellness topics.
Personal Development: Self-awareness	Student can't identify his/her strengths or set goals to overcome obstacles both perceived and real.	Student has a vague awareness of his/her strengths as well as strategies on how to overcome obstacles and/or weaknesses.	Student is somewhat aware of his/her strengths. Student needs guidance to determine strategies to maximize strengths and overcome obstacles and/or weaknesses.	Student can clearly articulate strengths and set performance/ personal goals with minimal guidance or no guidance.
Personal Development: Ability to Locate and Access Resources & Services	Student is unaware of campus/ community resources and has not attempted to find resources to address his/her needs.	Student is vaguely aware of a limited number of campus/ community resources, but has difficulty locating and utilizing these resources. Student relies on others for guidance.	Student is aware of various campus/ community resources and has explored and utilized one or two of them, but has done so infrequently.	Student is able to identify at least three campus/ community resources relevant to his/her needs. Student consistently utilizes relevant campus resources to improve academic, career, and/or personal goals.

Growth Mindset: Effort	Student believes that abilities are innate.	Student sees effort as a path to mastery, but is inconsistent in regards to implementing strategies to succeed.	Student sees effort as a path to mastery, and usually implements strategies to succeed.	Student sees effort as a path to mastery, and consistently implements strategies to succeed.
Growth Mindset: Persistence	Student gives up easily.	Student sometimes persists in the face of setbacks.	Student usually persists in the face of setbacks.	Student consistently persists in the face of setbacks.
Growth Mindset: Challenges	Student rarely embraces challenges and/or pursues relatively easier tasks.	Student sometimes embraces challenges.	Student usually embraces challenges.	Student consistently embraces challenges.
Growth Mindset: Constructive Criticism	Student rarely learns from constructive criticism and/or failure.	Student sometimes learns from constructive criticism and/or sees failure as a learning opportunity.	Student usually learns from constructive criticism and/or sees failure as a learning opportunity.	Student consistently learns from constructive criticism and/or sees failure as a learning opportunity.