

	<h1>Assessing the Lifelong Wellness ISLO: Fall 2017</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.

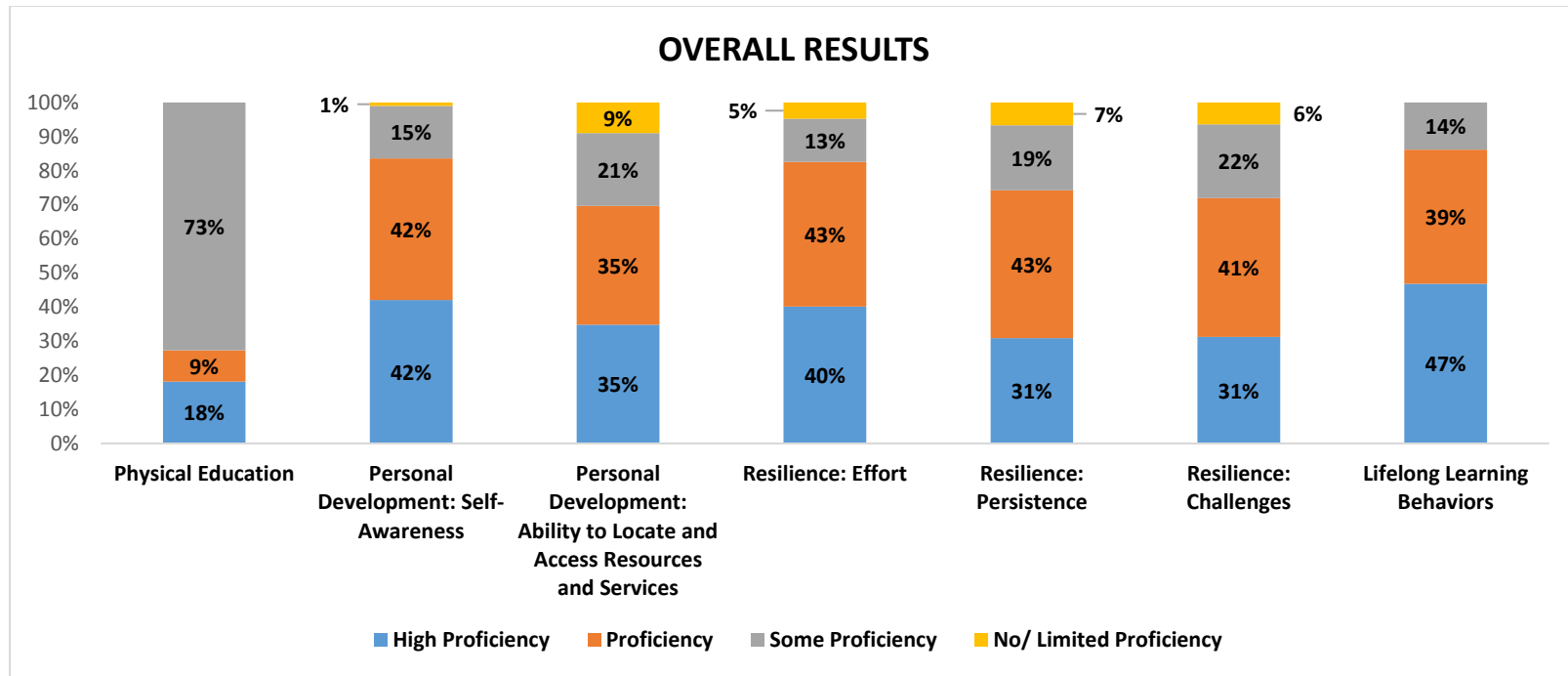
Lifelong wellness includes the ability to:

- 1) demonstrate an understanding of physical fitness and its role in lifelong wellness.
- 2) take responsibility for identifying personal needs, determining resources, and accessing appropriate services for academic success.
- 3) exhibit resilience by embracing effort as a path to mastery, persisting in the face of setbacks, and acknowledging and overcoming challenges.
- 4) develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.

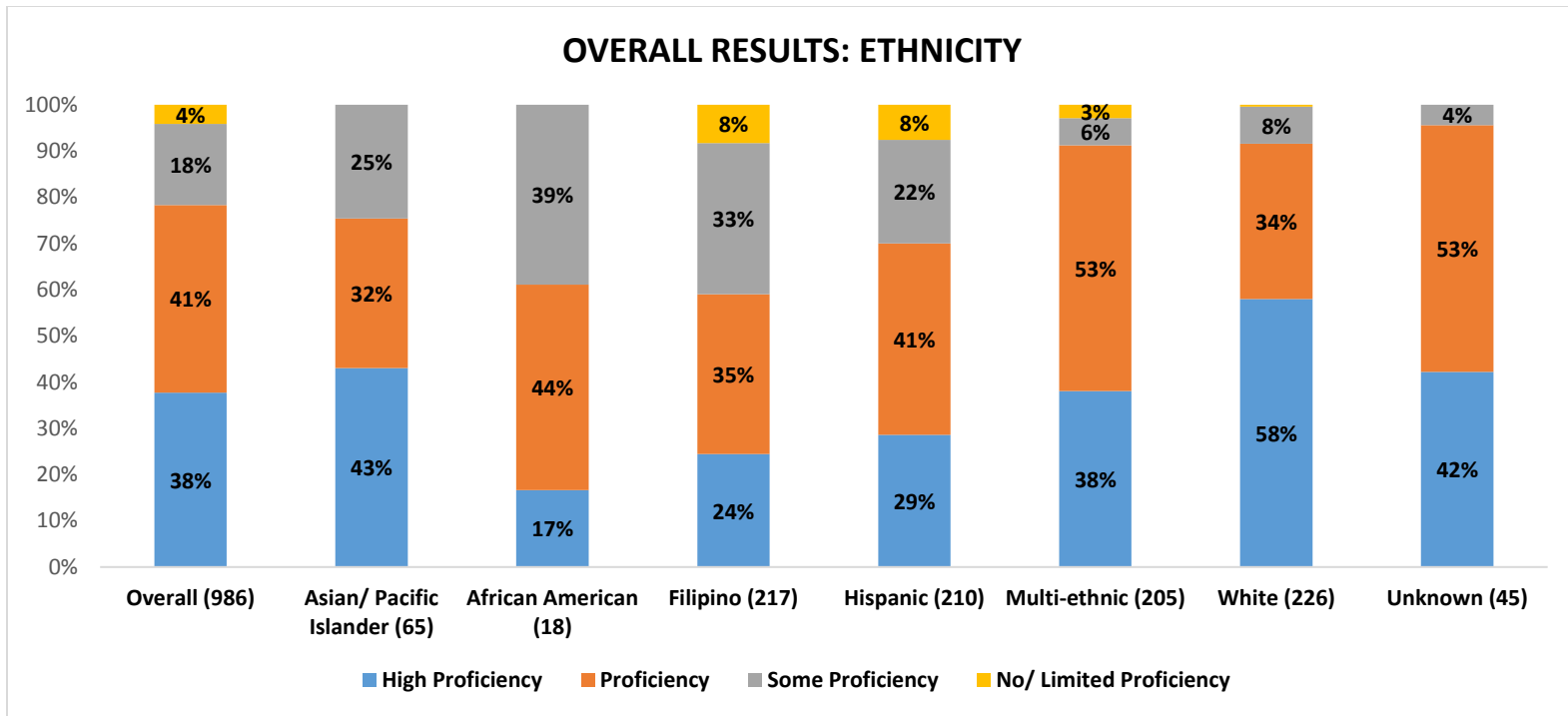
Assessment Methodology

- Fifteen faculty members from Art, Counseling, Kinesiology, Mathematics, ESOL and Wellness who integrate lifelong wellness practices into their pedagogy participated.
- Faculty evaluated 360 students' work using the relevant parts of the [rubric](#). The vast majority of student work was from the first four disciplines listed in the aforementioned.

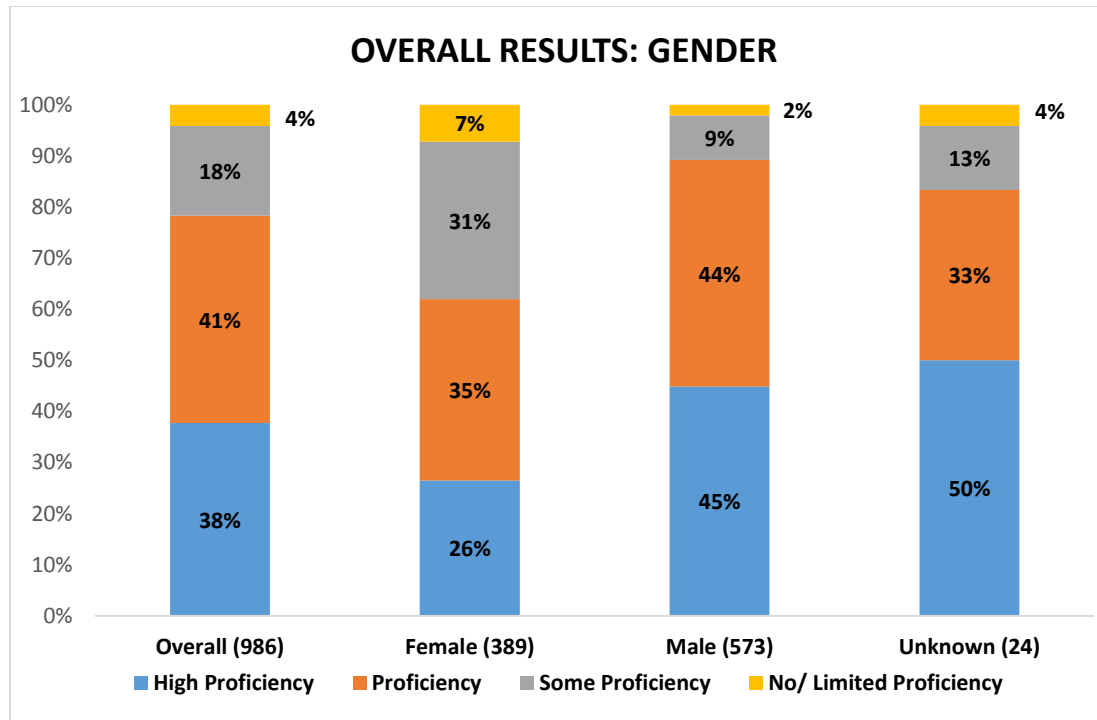
- The PRIE office aggregated and disaggregated results for discussion at the April 22, 2019 Town Hall hosted by the Institutional Effectiveness Committee and the Office of Planning, Research and Institutional Effectiveness.
- In addition, the Community College Survey of Student Engagement (CCSSE) was used as an indirect measure to assess this ISLO. Over 900 students took the CCSSE in 2016, which included five custom questions to assess resilience.



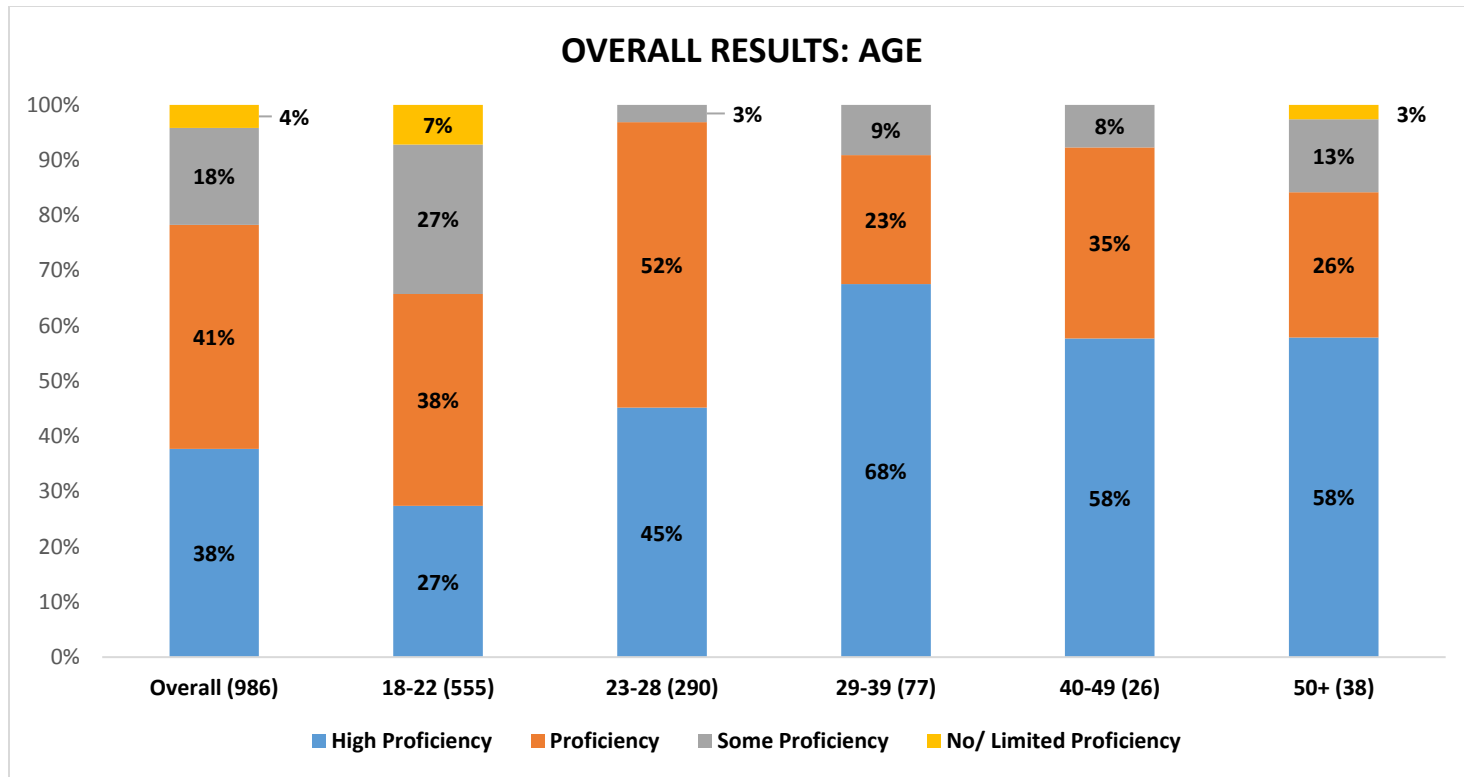
OVERALL RESULTS							
	Physical Education	Personal Development: Self-Awareness	Personal Development: Ability to Locate and Access Resources and Services	Resilience: Effort	Resilience: Persistence	Resilience: Challenges	Lifelong Learning Behaviors
High Proficiency	2	82	31	67	60	49	81
Proficiency	1	81	31	71	84	64	68
Some Proficiency	8	30	19	21	37	34	24
No/ Limited Proficiency	0	2	8	8	13	10	0
N	11	195	89	167	194	157	173



OVERALL RESULTS DISAGGREGATED ACCORDING TO ETHNICITY								
	Overall	Asian/ Pacific Islander	African American	Filipino	Hispanic	Multi-ethnic	White	Unknown
High Proficiency	372	28	3	53	60	78	131	19
Proficiency	400	21	8	75	87	109	76	24
Some Proficiency	173	16	7	71	47	12	18	2
No/ Limited Proficiency	41	0	0	18	16	6	1	0
N (excluding not measured)	986	65	18	217	210	205	226	45



OVERALL RESULTS DISAGGREGATED ACCORDING TO GENDER				
	Overall	Female	Male	Unknown
High Proficiency	372	103	257	12
Proficiency	400	138	254	8
Some Proficiency	173	120	50	3
No/ Limited Proficiency	41	28	12	1
N (excluding not measured)	986	389	573	24

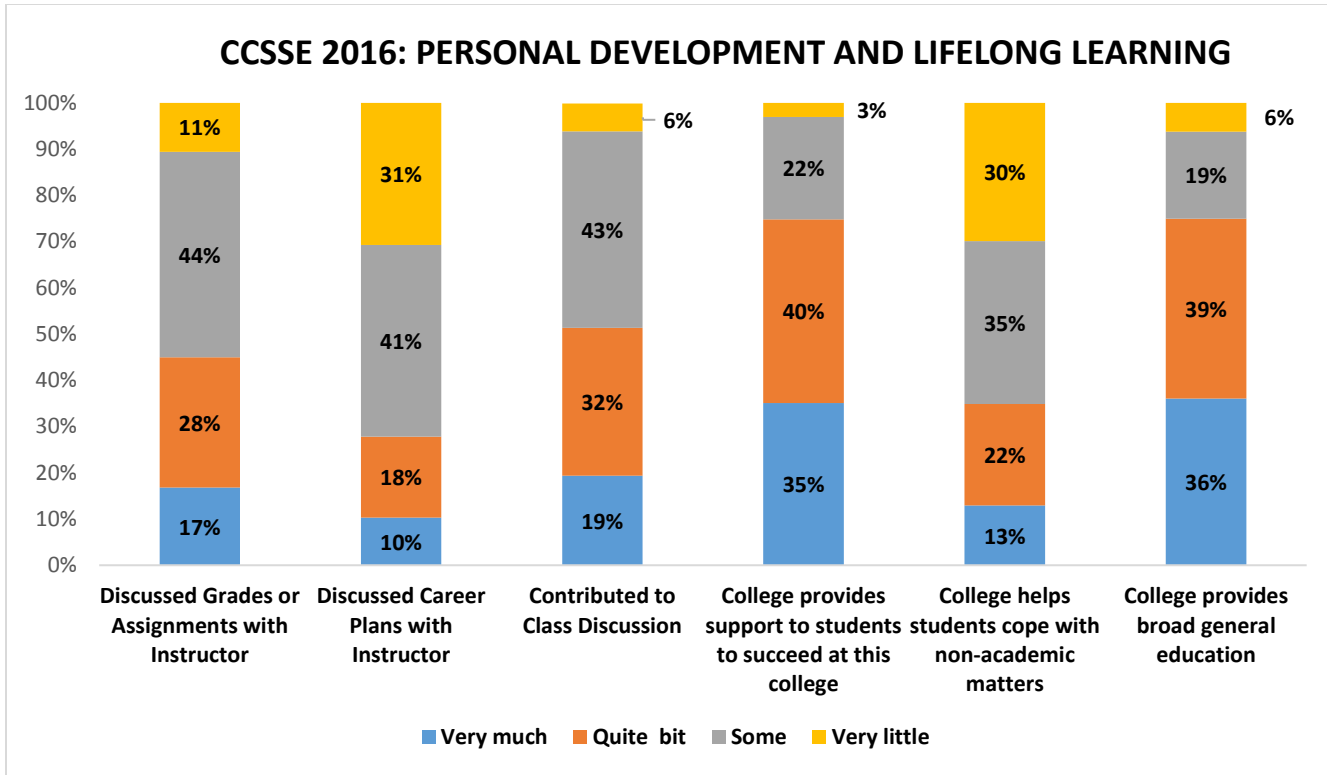


OVERALL RESULTS DISAGGREGATED ACCORDING TO GENDER						
	Overall	17-22	23-28	29-39	40-49	50+
High Proficiency	372	152	131	52	15	22
Proficiency	400	213	150	18	9	10
Some Proficiency	173	150	9	7	2	5
No/ Limited Proficiency	41	40	0	0	0	1
N (excluding not measured)	986	555	290	77	26	38

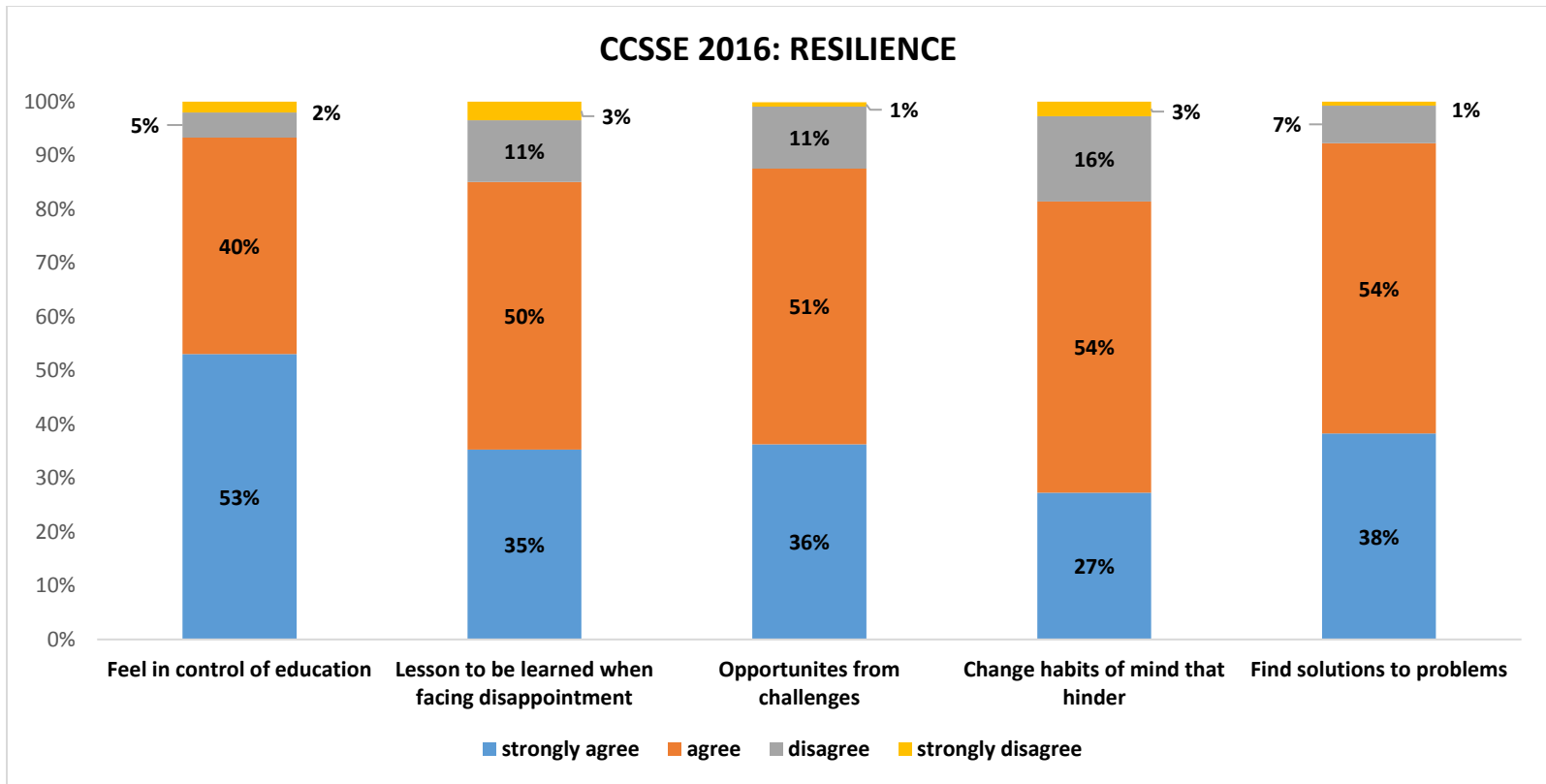
SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC

Indicator	No/ Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
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.

Resilience: 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.
Resilience: 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.
Resilience: Challenges	Student rarely embraces challenges and/or pursues relatively easier tasks.	Student sometimes embraces challenges.	Student usually embraces challenges.	Student consistently embraces challenges.
Lifelong Learning Behaviors	Student exhibits no ability to articulate and/or demonstrate strategy for, learning on her/ his own. Student may give up easily when frustrated, confine efforts to problems for which there is only one solution, seldom think about learning and how to improve it, and/or not explore “why” type of questions.	Student exhibits minimal ability to articulate and/or demonstrate strategies for, learning on her/ /his own. Student may be willing to try something new, try to make sense of what s/he is learning, and/or occasionally explore “why” type of questions.	Student is a self-directed learner who exhibits sufficient ability to articulate and/or demonstrate strategies for learning on her/ his/ own. May demonstrate “basic” skill level behaviors; in addition, may reflect on how to improve learning, seek out other opportunities to learn, and/or regularly explore “why” type of questions.	Student is a self-directed learner who exhibits experience in learning on her/ his own and can articulate and/or demonstrate well-structured strategies based on that experience. May demonstrate “proficient” skill level behaviors; in addition, may persist even when tasks are difficult, and/or can tolerate ambiguity.



2016 CCSSE RESULTS PERTAINING TO PERSONAL DEVELOPMENT AND LIFELONG LEARNING						
	Discussed Grades or Assignments with Instructor	Discussed Career Plans with Instructor	Contributed to Class Discussion	College provides support to students to succeed at this college	College helps students cope with non-academic matters	College provides broad general education
Very much	164	100	190	336	123	343
Quite bit	275	171	313	380	209	370
Some	434	403	417	212	335	179
Very little	103	299	59	29	284	59
N	976	973	980	957	951	951



2016 CCSSE RESULTS PERTAINING TO RESILIENCE					
	feel in control of education	lesson to be learned when facing disappointment	opportunities from challenges	change habits of mind that hinder	find solutions to problems
strongly agree	507	338	347	262	363
agree	384	476	491	520	512
disagree	45	110	110	152	66
strongly disagree	19	33	8	26	7
N	955	957	957	960	948

**Spring 2016 Community College Survey of Student Engagement Questions
Pertaining to Personal Development and Lifelong Learning**

4. In your experiences at this college during the school year, about how often have you done each of the following?

- a. Asked questions in class or contributed to class discussions
- l. Discussed grades or assignments with an instructor
- m. Talked about career plans with an instructor or advisor.

9. How much does this college emphasize each of the following:

- b. Providing the support you need to help you succeed in college
- d. Helping you cope with your non-academic responsibilities (work, family, etc.)

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

- a.. Acquiring a broad general education

1 – Very little 2 – Some 3 – Quite a bit 4 – Very much

**Spring 2016 Community College Survey of Student Engagement Custom
Questions Pertaining to Resilience**

C6. I believe I am in control of my education.

C7. When I face a disappointment (such as failing a test), I ask myself, “What lesson can I learn here?”

C8. When I work on a challenging task, I view the difficulties that arise as opportunities to strengthen my understanding.

C9. I know how to change habits of mine that hinder my success.

C10. When I have a problem, I take positive actions to find a solution.

A=Strongly agree B=Agree C=Disagree D=Strongly disagree

Questions to Consider

- 1) In what areas did students perform well? For instance, consider which criteria have the highest number of “high proficiency” and “proficiency” scores. Conversely, in what areas did students struggle?
- 2) Which, if any, students appear to be disproportionately impacted?
- 3) For those who assessed this ISLO with your own course, did your students’ performance match your expectations? How does their performance compare to the overall results?
- 4) How did students’ actual performance in lifelong wellness behaviors compare to their self-perceptions, as indicated in the survey?
- 5) Given your responses to #1-4, speculate as to why students did well and/or struggled. Consider questions such as the following: what prior knowledge did you tap into that students possess that was relevant to completing the assignment? how does the assignment effectively enable students to apply the knowledge they acquire from the class and the text(s)? what class and/or co-curricular activities may have helped to do well on the assignment?