



Assessing the Lifelong Wellness ISLO: Fall 2019

Source: Office of Research, Planning, and Institutional Effectiveness



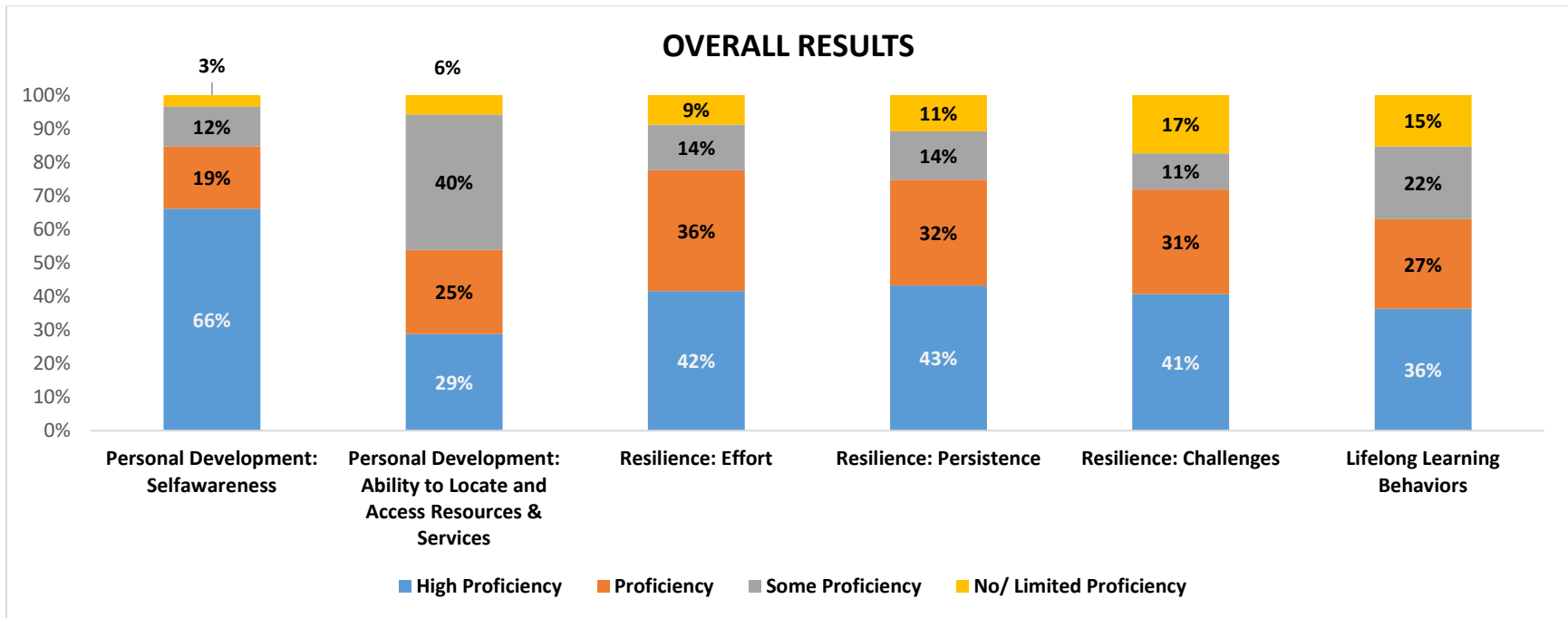
Students will be able to demonstrate an understanding of lifelong wellness through physical fitness and personal development.

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.

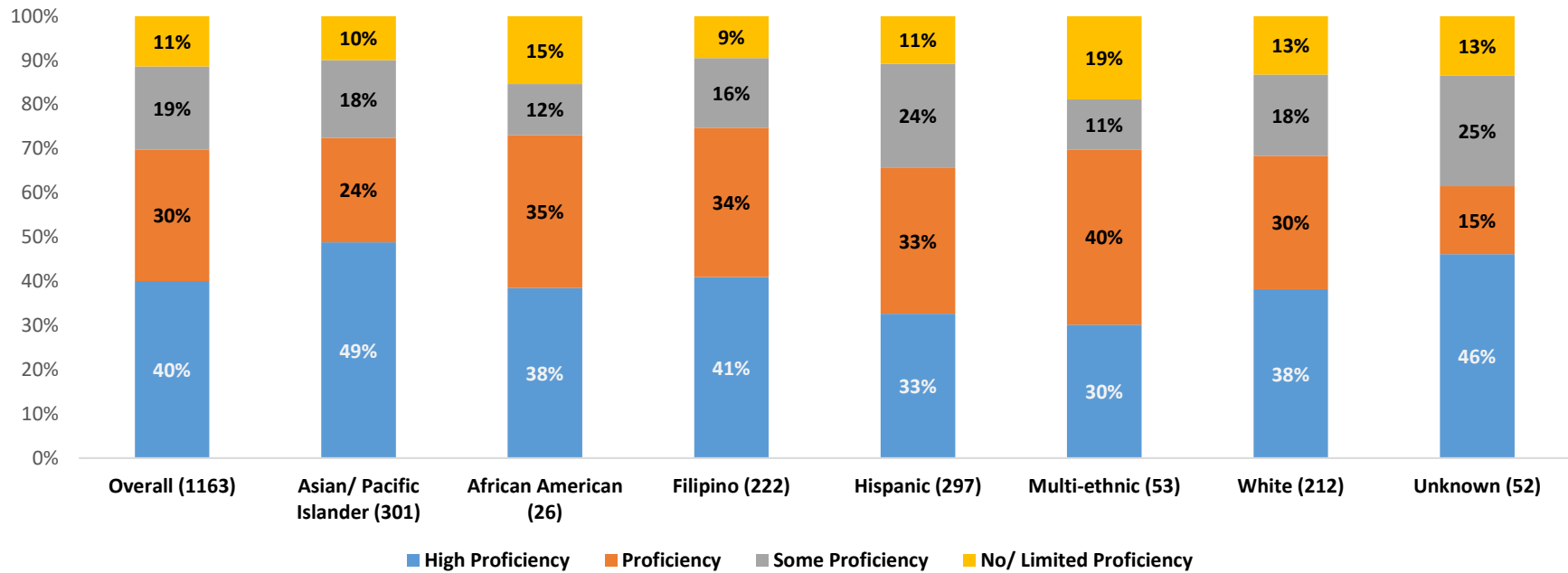
Assessment Methodology

- Eighteen faculty members from Art, ESOL, Counseling, Kinesiology/Athletics/Dance, and Network Technologies who integrate lifelong wellness practices into their pedagogy participated. All but Network Technologies led norming sessions for participating faculty. (Network Technologies had only one participating faculty.) In addition, 94 students from various Mathematics classes took a self-assessment survey about which student and learning support services they use and how frequently. Their entries for the multiple services were averaged so as to align with the Lifelong Wellness rubric's criteria on "Personal Development: Ability to Locate and Access Resources & Services."
- Faculty evaluated 496 students' mindsets using the relevant parts of the [rubric](#).
- The PRIE office aggregated and disaggregated results for discussion at the February 24, 2020 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.



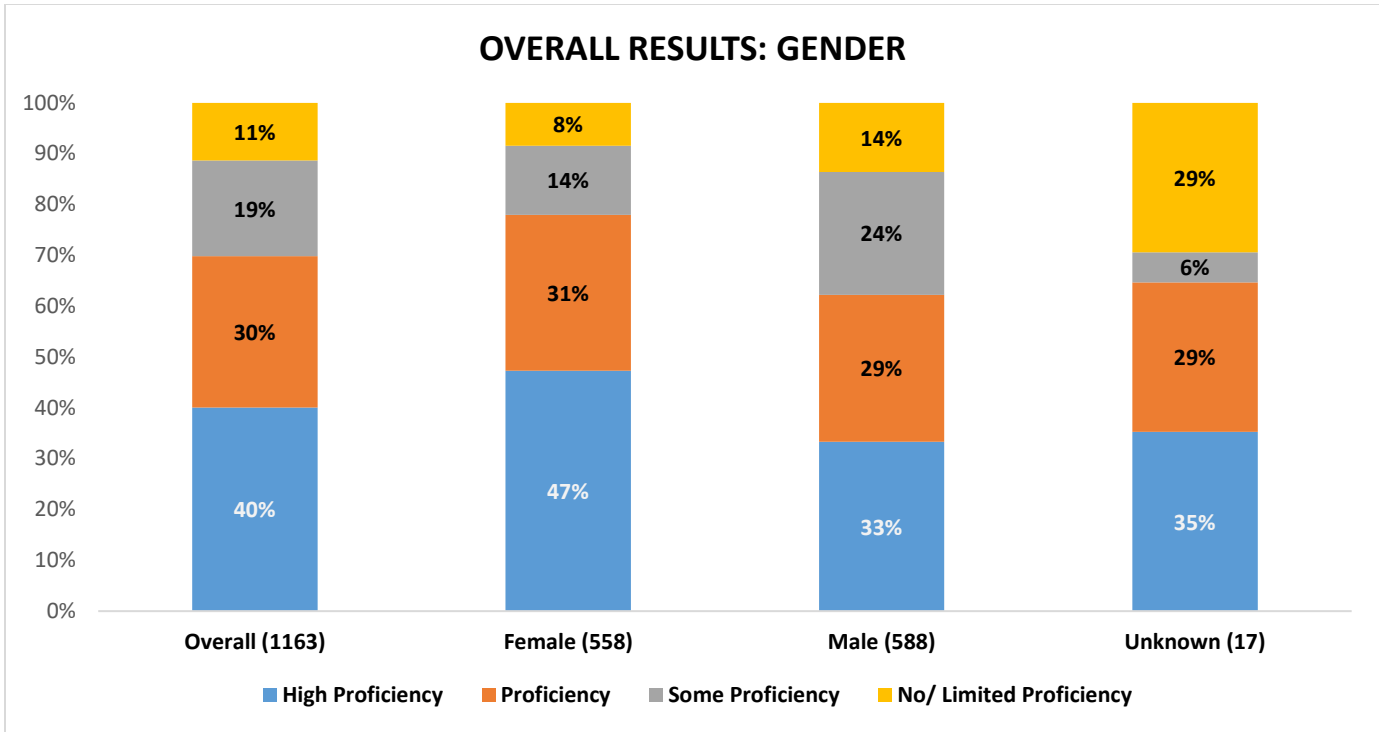
OVERALL RESULTS						
	Personal Development: Self-awareness	Personal Development: Ability to Locate and Access Resources & Services	Resilience: Effort	Resilience: Persistence	Resilience: Challenges	Lifelong Learning Behaviors
High Proficiency	39	45	104	108	68	102
Proficiency	11	39	90	79	52	75
Some Proficiency	7	63	34	36	18	61
No/ Limited Proficiency	2	9	22	27	29	43
N	59	156	250	250	167	281

OVERALL RESULTS: ETHNICITY

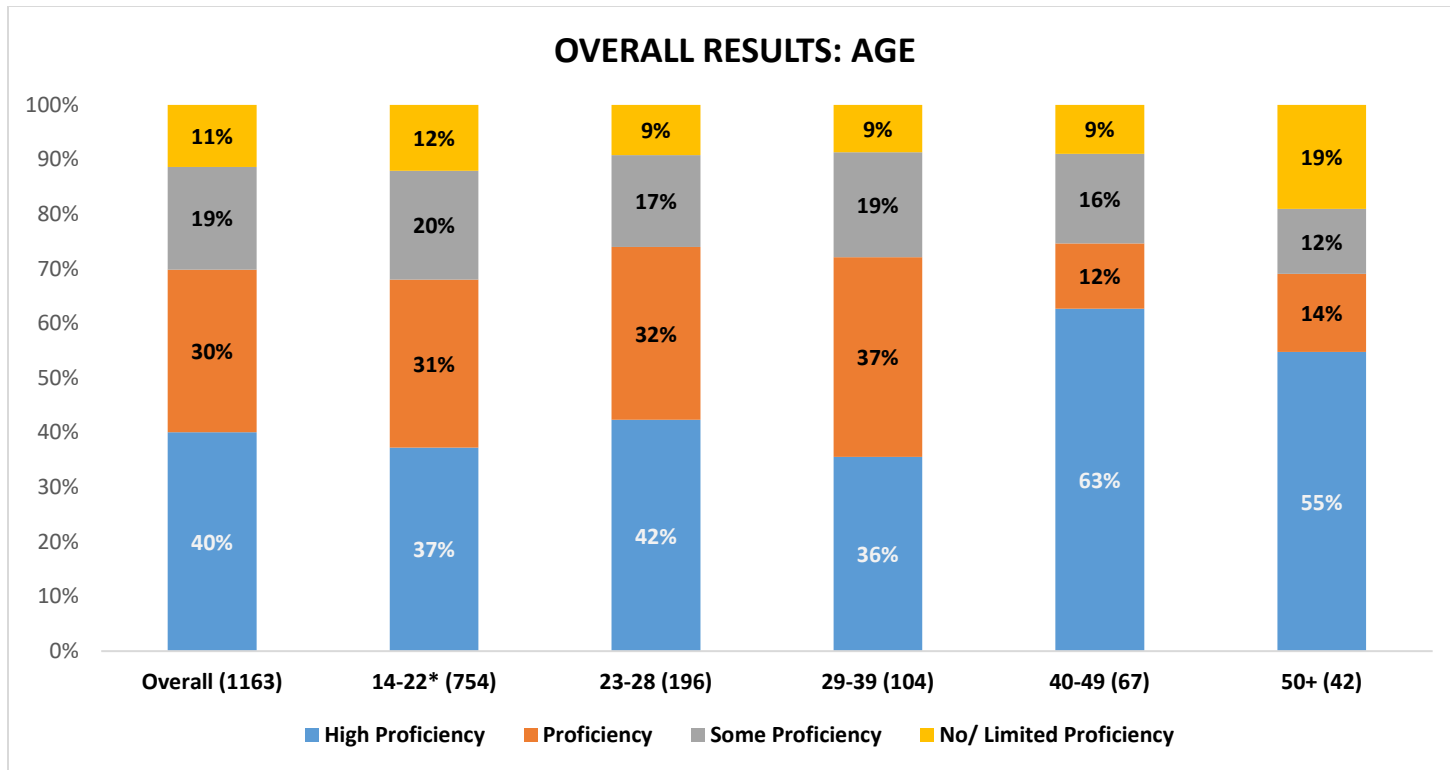


OVERALL RESULTS DISAGGREGATED ACCORDING TO ETHNICITY

	Overall	Asian/ Pacific Islander	African American	Filipino	Hispanic	Multi-ethnic	White	Unknown
High Proficiency	466	147	10	91	97	16	81	24
Proficiency	346	71	9	75	98	21	64	8
Some Proficiency	219	53	3	35	70	6	39	13
No/ Limited Proficiency	132	30	4	21	32	10	28	7
N	1163	301	26	222	297	53	212	52



OVERALL RESULTS DISAGGREGATED ACCORDING TO GENDER				
	Overall	Female	Male	Unknown
High Proficiency	466	264	196	6
Proficiency	346	171	170	5
Some Proficiency	219	76	142	1
No/ Limited Proficiency	132	47	80	5
N (excluding not measured)	1163	558	588	17



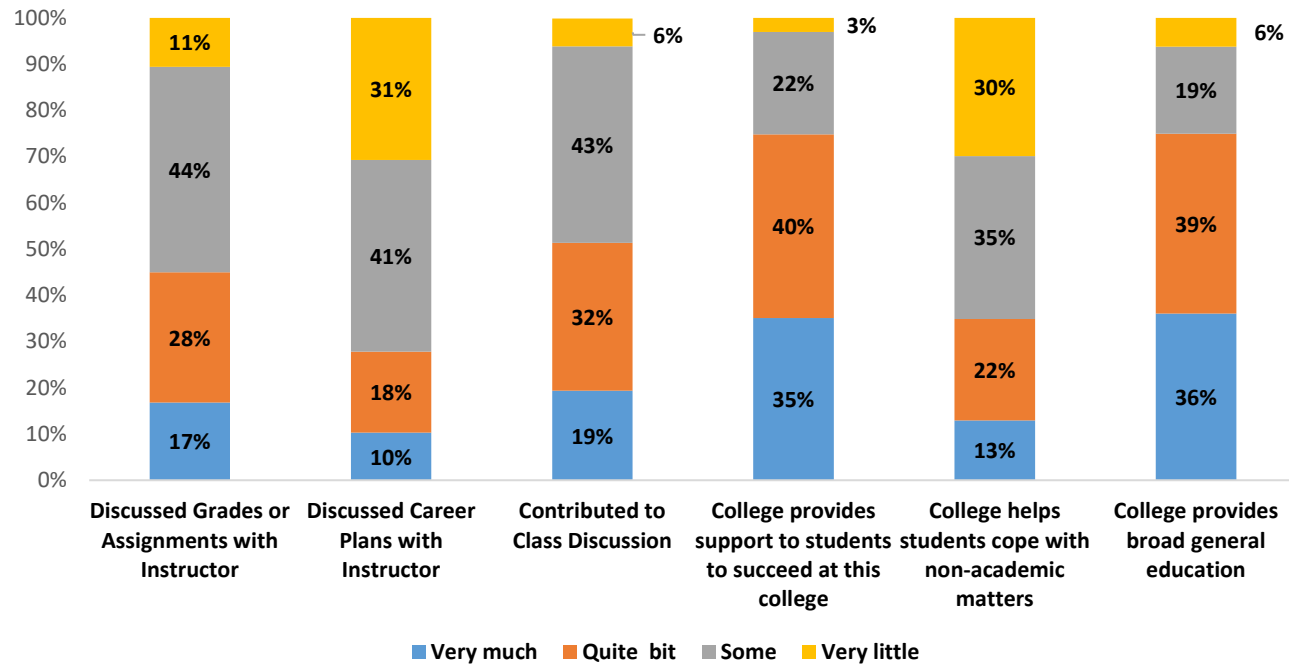
OVERALL RESULTS DISAGGREGATED ACCORDING TO AGE						
	Overall	12-22*	23-28	29-39	40-49	50+
High Proficiency	466	281	83	37	42	23
Proficiency	346	232	62	38	8	6
Some Proficiency	219	150	33	20	11	5
No/ Limited Proficiency	132	91	18	9	6	8
N (excluding not measured)	1163	754	196	104	67	42
* 19 entries below 18 yrs. old						

SKYLINE COLLEGE LIFELONG WELLNESS ISLO RUBRIC

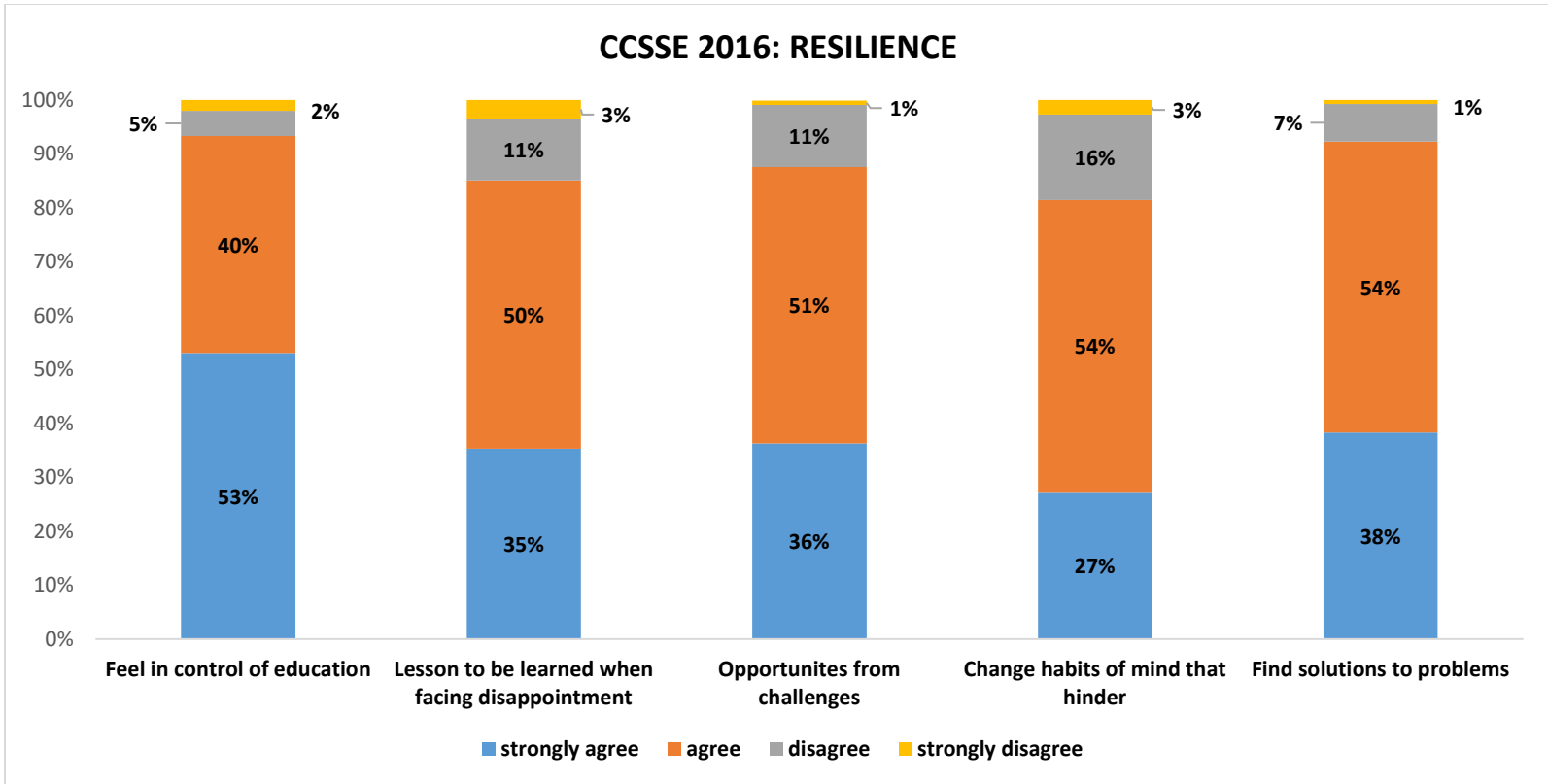
Indicator	No/ Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
Physical Education	Student scores under 70% on a division physical education test which demonstrates his/her understanding of physical fitness and wellness topics.	Student scores 70 to 79% on a division physical education 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.

CCSSE 2016: PERSONAL DEVELOPMENT AND LIFELONG LEARNING



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 you're 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, what specific findings point to potential priorities for college action? What are the implications for scaling up, discarding, or refining certain practices? Consider, for instance, whether students are given adequate exposure and opportunities to practice these competencies; whether the assignment or task is an appropriate vehicle for them to demonstrate their abilities; or whether specific class and/ or co-curricular activities support students in acquiring these competencies.