

Kaua`i Community College
2017 Annual Program Review for
Health, Physical Education, and Recreation (HPER)

Program Mission

The goal of the Health, Physical Education, and Recreation Program (HPER) program is to provide quality physical education and recreational activities for our students, faculty, staff and the general community. HPER's goal is to provide access, maintain the existing program, and continue to offer lifetime sport activities and classes to create an overall healthy lifestyle.

Kaua`i Community College is a kahua that inspires, engages, and empowers learners and educators to enrich our community and our world.

HPER's mission is about empowering lifelong learners to think critically as they immerse themselves in a healthy physical activity. The physical education courses open avenues for learning how to take better care of the body, which can improve cognitive function, and give students' tools to live a personally-fulfilling life.

Program Description

The Kauai Community College (KCC) Health Physical Education and Recreation Program (HPER) began in the fall of 1980. The curriculum and course proposals were approved by the KCC Curriculum Committee and classes were started in the spring of 1981. Courses that were approved included Physical Fitness, Bowling, Beginning Tennis, Volleyball, Basketball, and Beginning Karate. Over the years the curriculum evolved and offerings were modified due to student/community demand and faculty expertise. Additional offerings have included Swimming, Golf, Intermediate and Advanced Tennis, Weight Training, and Racquetball. From 2003-2011, Physical Fitness, Beginning, Intermediate and Advanced Tennis, Basketball, and Weight Training were offered. These classes are open to all students and have served as an elective in several of the degree programs.

In 1989, the curriculum expanded to include a health component in addition to the physical education courses. HPER 195 Modern Health: Personal and Community was added as a survey course for health occupation students, primarily pre-nursing. The course allows students to explore health-related concepts and analyze their own personal health as well as explore community resources. The last time this course was taught was Spring 2011, but it still an active course. In 2002, HPER 120, First Aid and CPR was added to support the curriculum for the Culinary Arts students. This course follows the American Heart Association standards and the students are certified in both areas. This course has been deleted in 2008, but First Aid and CPR is still taught by nursing faculty, but not as a credit course.

In addition, intramural sports activities were also offered and were open to all students and staff. From 1987-2010, we have used Kauai High School and Waimea High School's gyms for Basketball classes and intramural basketball tournaments. The Island School has also been used in from 2011-2014 for the Basketball classes, and we have used Kauai Lagoons Tennis Club/golf

course for intramural tournaments. Students are interested in an Intramural Program, so we will explore resurrecting it.

Since 2011, a new HPER coordinator was hired, so new activity and lecture courses have been proposed and approved. These include: Beginning Yoga, Intermediate Yoga, Fitness Bootcamp, Power and Posture in Martial Arts, Health, Wellness, and Fitness, Hiking, Personal Training Certification Prep, and Personal Training Lab. The Lab class has aided in helping increase faculty and staff wellness.

Beginning Fall 2012, the Liberal Arts Program started requiring students to get one hour with a cognitive health designation and one hour with a physical health designation. All of the HPER activity courses will be used for the physical health component, and there are some HPER courses that will have both the cognitive and the physical health component, such as the Yoga class and the Health and Wellness class. As of yet, a student does not have to get one of each, but can get two credits of either.

During Fall 2015, a 20-credit Academic Subject Certificate was proposed for the Fitness Professional. It can be completed in two semesters. During Spring 2016, the Personal Training certification prep course was first run. There were four or five students enrolled, but because it was a low-enrolled class and the instructor would have been in overload, the class was cancelled. However, there was one persistent student who really wanted to take the class, so the instructor did a 199V to teach the course. In teaching the course, the instructor realized there was so much material to cover (1,100 pages of text) that she needed to make the course a 3-credit course, since there are no other courses at KCC that support students base knowledge. The second time the course was offered was Fall 2016 with five students.

Part I. Quantitative Indicators

Table 1. HPER Fill Rates for Fall 2012 through Spring 2017.

HPER Course	F2012	S2013	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017	Course Average
HPER 170 Beginning Yoga	92%	81%	78%	94%	81%	94%	86%	94%	89%	76%	87%
HPER 160 Fitness Bootcamp				82%	103%	75%	78%	100%	89%	44%	83%
HPER 152 Weight Training	88%	79%	71%	92%	50%	67%		117%		92%	81%
HPER 100 Health, Wellness, & Fitness		67%	50%	40%	47%		25%		69%		50%
HPER 148 Hiking								67%			67%
HPER 171 Int. Yoga							25%				25%
HPER 270 Personal Trainer Prep									58%		58%
HPER 199V Special Studies Bootcamp (F12-F13) Personal Trainer (S16) Personal Training Lab (S17)	42%	100%	79%					13%		33%	54%
Semester Average, HPER Fills	80%	81%	66%	81%	77%	81%	54%	78%	76%		75%

Notes - Fill Rates are calculated as Registrations / Maximum Class Enrollment. Fill Rates are taken at Census (Week 5 of instruction)

Review Data for HPER						
Demand Indicators	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
SSH in all program classes	63	212	208	207	156	144
FTE Enrollment in Program Classes	5.25	17.66667	17.33333	17.25	13	12
Total Number of Classes Taught	8	11	12	11	9	8
Efficiency Indicators						
Average Class Size	7.9	12.7	11.6	12.6	11.2	11.3
Fill Rate	59.6%	80.6%	73.6%	78.9%	67.3%	68.8%
FTE BOR Appointed Faculty	1	1	1	1	1	1
Semester Hours	8	14	17	16	13	11
Analytic FTE Faculty	0.30	0.52	0.63	0.59	0.48	0.41
Number of Low-Enrolled Classes	4	2	4	3	3	3
Effectiveness Indicators						
Success Rate (Grade of A, B, C, or CR)	60.3%	69.3%	64.9%	69.7%	78.7%	76.29%
Withdrawals (Grade of W)	6	12	11	10	4	9
Persistence in HPER (Fall to Spring)						
Persistence in HPER (Fall to Fall)						
Persistence at Kauai CC (Fall to Spring)	46.0%	66.4%	68.7%	62.1%	61.7%	68.18%
Persistence at Kauai CC (Fall to Fall)	34.9%	48.6%	45.8%	49.2%	18.1%	50%

Note

Special Studies (199V doesn't count towards Semester Hours.

Excludes Audit Students

Only reports classes with L Dillman as instructor

Part II. Analysis of the Program

Strengths

- Previous to 2012, HPER classes were primarily electives, so the persistence numbers for HPER were based on the student's load in other classes. With new courses being added since 2012 and changes made to the Multi-Year Course Offerings, the numbers in the Weight Training class have gone up. If we offer courses once a year versus every semester, this may help increase the number of students who take the course. HPER 100 is still a low-enrolled class, and I have changed it to only be offered one time a year. Further analysis needs to be done to figure out why it is still low-enrolled. Is it the time the class is offered? Is it the curriculum?
- The implementation of a new Subject Certificate: Fitness Professional is in its second year. The number of students taking the ACE Personal Training Certification Prep course is small, with five students the first year and three students the second year. But, it is addressing a need/desire for fitness education, and helping increase fitness/wellness of faculty and staff in the Lab class. Students who complete the Personal Training Certification Prep course are expected to take the Personal Training Lab, in which they are partnered with faculty and staff who want a personal trainer. Students do fitness testing and set up a weight training program and meet with them weekly to implement the program.
- For 2016-17, the Fill Rate for Beginning Yoga was 89% and 76% and Weight Training (offered only once in the year) was 92%, and Fitness Bootcamp was 89% and 44%. The Spring rate for Bootcamp was the lowest it has ever been. I ended up not teaching it this Fall, so we will see if enrollment goes up in Spring 2018. Health and Wellness was 69%, which is its highest fill rate. It is improving, but not the number of students I would like to see in that class. Personal Trainer Certification Prep had a fill rate of 58%, and was the second semester I've taught this course, and hope the numbers go up for this course, as well. The average for the last five years for the three top courses is 87% for Beginning Yoga and 83% for Bootcamp, and 81% for Weight Training.
- Overall, the Demand and Efficiency indicators have remained stable for the last two years. The Demand for HPER classes was similar the last two years, but it is reduced from the numbers in 2012-2015. But, campus enrollment has also been down.
- The Efficiency of the HPER classes
 - The fill rate has gone up very little from 2015-16 to this year, from 67.3% to 68.8% and there have been three low enrolled classes for the last three years.
- The Effectiveness of the HPER classes
 - The success rate has been over 75% for the last two years. The withdrawals went up this year compared with last year, with 9 versus 4 last year.
 - The persistence from Fall to Spring and Fall to Fall has gone up for both.

Weaknesses

- Intermediate Yoga was offered once, but dropped the second time it was offered because enrollment was too low. Because of new courses in the Multi-Year Plan, it will be run once every other year, so that Hiking can be offered, as well.

Result of Prior Year's Action Plan

1. I have not yet purchased equipment for the outdoor fitness circuit, but will be doing so this year. Brandon Shimokawa said that the money I applied for last year is still allocated for the Outdoor Fitness Equipment., so I will use it this year. I applied for a grant with Greenfields Outdoor Equipment, but did not get awarded financial help for the purchase of the outdoor equipment. Rose Ramos-Benzel with the UH Foundation, helped write a grant to HMSA to cover all the costs of the outdoor circuit, but there were questions HMSA had and that delayed the application, so we will have to reapply on their next grant cycle.
2. Since we currently have \$21,500 in the HPER fund, Student Government has earmarked \$16,000 from the 2016/17 school year, and we received \$8,500 in last years APRU, we will proceed with the purchase of the outdoor fitness equipment without the possibility of HMSA funds. If we get those grant funds, we can use it for a shade cover over all of the equipment.
3. Looking at the Long Range Plan, the Imu Pit and Commercial Kitchen and parking lot will take out my current office, field and weight room, which is used for four of the classes I teach: Hiking, Fitness Bootcamp, Weight Training, and Health & Wellness. When that happens, I will need a gym, a classroom for lectures, a dedicated space for all the fitness classes I teach, including a weight room and an empty space for Yoga, an office, and storage space for equipment, and bathrooms/shower/dressing room.

Status Report for the prior year requests

Program Goal & Campus Strategic Goal or Priority Alignment	<ul style="list-style-type: none"> ● \$8500 to help with HPER funds, \$21,500 to purchase Outdoor Fitness Equipment (received it). Haven't purchased equipment yet. ● Expand weight room. ● Build bathrooms/showers close to weight room. <ul style="list-style-type: none"> ○ Strategic Goal 11 & 13
Action Item	<ul style="list-style-type: none"> ● Money for outdoor fitness circuit. ● Money for addition to weight room and bathroom/shower facility, office, storage, classroom.
Resource Acquired	<ul style="list-style-type: none"> ● Did receive \$8500 to add to the current HPER funds, and Student Government funds to purchase the outdoor fitness equipment in 2016/17, but was waiting on possible grant funds to help before purchasing equipment. ● No money for the expansion of weight room, showers, bathrooms, new office, storage, or classroom
Outcome(s)	<ul style="list-style-type: none"> ● Was waiting to see if we would receive funds from HMSA grant, but we will need to reapply. We currently have enough money from KCC sources to purchase equipment this year(2017/18) and get concrete pads ● If we get HMSA funds, we can use for shade cover.
Outcome(s) Evaluation (Improvements made to program based on assessment data)	<ul style="list-style-type: none"> ● Addressing a need for students, faculty, staff and community to expand fitness opportunities on campus.
Action Plan if outcome was not met	<ul style="list-style-type: none"> ● Increase access to fitness equipment for all of KCC faculty, staff, and students and community residents by purchasing outdoor fitness equipment during 2017/18 school year.

Part III. Goals, Alignment and Action Plan

HPER did their 5-year plan in 2013. HPER will be doing their 5-year review in 2018. One goal from 2013 was to raise the Fill Numbers from 53% to 75% and, currently three classes are averaging over 81%. Another goal was to offer more variety in the HPER courses, and in the last five years, there are seven new courses in the HPER program. Withdrawals went up to 9 from the previous year of 4, and Success Rates have been stable the last two years, over 75%.

Goals from last year include acquiring funds to purchase an outdoor fitness circuit. I did acquire funds from Student Government, and along with current HPER funds, we have enough to purchase the equipment. I was waiting on the purchase of the equipment because I was hoping to

also receive funds from a grant to HMSA, but that will need to be resubmitted. I will go ahead and purchase the equipment this school year, so that we can get started.

An ongoing request for either a new addition to the weight room or enclose a tennis court or to use an existing space on campus specifically for HPER courses, as well as bathrooms and showers near the weight room. Request for \$100,000 (via Calvin Shirai's estimate). Not achieved.

What are your goals for the current year?

- Make the purchase of the outdoor fitness equipment and get concrete poured to stabilize the equipment using the HPER funds (\$21,500), Student Government funds (\$16,000), and College Council funds (\$8,500).
 - The equipment and shipping costs \$30,000 from Greenfields Outdoor Fitness Equipment.
 - The concrete estimates were \$10,900 for individual concrete pads or \$21,500 for one concrete pour from Pacific Concrete.

- The second goal is to acquire \$200,000 for new gym, classroom, office, storage, and bathrooms/showers. They are aligned with Strategic Goal 11 and 13.

- The third goal is to get an MOA with the YMCA to re-establish HPER 103: Swimming.

Action Plan:

- Purchase outdoor fitness equipment with funds from HPER and College Council (\$30,000). Use the funds from Student Government for the concrete and ground rubber between equipment (\$16,000). I got a quote for concrete pads from Pacific Concrete, which was \$10,950 for six individual pours or \$21,500 for one large pour. Student Government still has money set aside for this project, so it just needs to be spent.

How will you know you have achieved them (indicators of improvement)?

- Already received funding from Student Government and College Council (2016/17)
- A site was approved (end of Spring 2017)
- To purchase equipment and break ground in the 2017-18 school year. Concrete pads installed and maintenance to help install the equipment.

Do you anticipate any problems? No

2016-2021 Strategic Goals

Goal Alignment UH System Goals, Kauai Community College Goals, and Strategic Goals	Program Goals
Strategic Goal 1: Increase the Number of Graduates	Increase the number of students who finish Fitness Professional Academic Subject Certificate
Strategic Goal 8: Increase Job Placement for Kauai CC Students	Students who enroll in Personal Trainer Cert Prep course and who take and pass the ACE Personal Trainer test will be qualified to be certified personal trainers and will be able to get jobs in the fitness industry.
Strategic Goal 11: Increase Campus and Community Sustainability	With obesity rates rising, getting equipment for an outdoor fitness circuit/outdoor class, we have increased our campus and community sustainability by increasing access to overall health.
Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments	With obesity rates rising, getting equipment for an outdoor fitness circuit/outdoor class, we have increased our campus and community sustainability by increasing access to overall health.

Reasons for Adding Outdoor Fitness Opportunities at KCC

1. In the Long range plans, the Imu pit, Community Kitchen, and Parking Lot will be tearing down my office, the current weight room, and the field to the side of the weight room. The field and the weight room are my classroom space for many of my classes (Hiking, Fitness Bootcamp, Weight Training, Health and Wellness). If we build this outdoor fitness circuit, this will provide an area for some of my classes to still get fitness that is close to the current space, as well as being close to bathrooms and shower facilities and is accessible to the middle of campus.

2. Statistics show that 24% of Americans are overweight or obese, and 17.4% of Kauai residents are considered overweight or obese.

3. Current statistics for Kauai residents includes 20.7% are smokers (1 out of 5), 17.3% do not exercise at all (approx. 1 out of 5), 7% have diabetes (1 out of 14), and 26.2% have high blood pressure (about 1 out of 4). Looking at these stats, we need to provide free opportunities for increasing activity levels to increase health of all Kauai residents.

<p>Program Goal & Campus Strategic Goal or Priority Alignment</p>	<p>Increase the overall health of KCC community, as well as the Kauai community by acquiring a suitable space on campus, purchasing outdoor fitness equipment, and laying the foundation/concrete for the space.</p> <p>Strategic Goal 11: Increase Campus and Community Sustainability Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments</p>
<p>Action Item</p>	<p>Purchase 6 pieces of outdoor fitness equipment</p>
<p>Resource(s) Request</p>	<p>1. Help from maintenance to install the equipment (already assembled).</p>
<p>Person(s) Responsible and Collaborators</p>	<p>Laura Dillman - person responsible Collaborators: HED Division, Student Government, College Council</p>
<p>Timeline</p>	<p>Purchase equipment at end of Fall 2017 or early Spring 2018, break ground, and get everything installed before end of Spring 2018 semester.</p>
<p>Indicator of Improvement</p>	<p>Equipment purchased Space identified and contractor for concrete identified Ground ready for concrete Equipment installed and space useable by all.</p>
<p>PSLO Impacted</p>	<p>Liberal Arts PSLO #8: Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p> <p>This purchase is not solely for HPER program or Liberal Arts program. This purchase would be for the WHOLE Kauai Community College, as well as local community residents.</p> <p>I don't think my numbers will show you the need for this equipment, but student comments from the last five years of HPER eCAFE comments</p>

	<p>would. If you need me to supply them, I will. Having outdoor fitness equipment would provide ANYTIME access. It would give students a reason to stay on campus during classes.</p>
<p>Current Status</p>	<ul style="list-style-type: none"> ● Applied for a grant 12/31/16 to fund an additional ½ of the total money we currently have, so if we have \$20,000, Greenfields Outdoor Equipment will provide an additional \$10,000 for more equipment purchase. We did not receive the grant. ● Applied for a grant through HMSA. HMSA raised questions to see if there would be student workers to help instruct users of the equipment, and we missed the deadline in trying to get questions answered. We were told to reapply on the next cycle. ● The Site: will be to the side of the tennis courts and to the back of the Early Childhood playground. ● Called three local concrete contractors. One contractor does not do the type of work I described. Have spoken with one and gotten a quote. The other has not given me a quote yet. Pacific Concrete gave me an estimate for doing individual pours for each piece of equipment at \$10,900 or \$21,500 for one individual pour for all of the equipment.

Part IV. Resource Implications

I have the funds for the project from last year (HPER Funds, College Council, and Student Government), and now I need to purchase the equipment and get the project started.

I have also spoken with Carpentry about help with the installation and concrete. They will need a timeline to adequately prepare and help. Otherwise, if we cannot use Carpentry students/faculty, we will need to get a contractor to lay down the concrete. Hopefully, our maintenance staff would be able to install each piece of equipment.

Looking at the approximate costs for concrete to stabilize the equipment, we would need about 643 square feet. Looking at a website and based on our area code, it would range from \$9.63-\$11.58 per square foot, which would be about \$6,191.23 - \$7,447.26 for a local contractor to pour a concrete slab.

However, upon calling Pacific Concrete, their estimate was \$10,900 for six individual pours or \$21,500 for one big pour.

After this slab is poured, our maintenance staff would have to install each piece of equipment.

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
Time for maintenance staff to install equipment.	Warranty for 10 years Rinse with water to get salt water off	10 years. If we got a shade covering the equipment, it would be protected and last longer. Like the one covering the slide on the Early Childhood playground.	Increase KCC wellness by 50%. Will reach students, faculty, and staff, and Kauai residents who are and aren't taking HPER credit courses.

Program Goal & Campus Strategic Goal or Priority Alignment	Expand the Weight Room, including a large open space for Yoga, classroom with desks, new office, storage, bathrooms/shower/dressing room. Strategic Goal 11: Increase Campus and Community Sustainability Strategic Goal 13: Enhance Facilities with Appropriate Technology and Ensure Facilities Support 21st Century Learning and Teaching Environments
Action Item	Build a new gym or expand the weight room with a space for Yoga, more room in Weight Room, classroom with desks, new office, storage, bathrooms/showers/dressing room.
Resource(s) Request	\$100,000 (via Calvin Sharai's estimate in 2012/13) for expanding the weight room and \$100,000 for a bathroom/shower

Person(s) Responsible and Collaborators	Laura Dillman - person responsible
Timeline	After I get the outdoor fitness circuit
Indicator of Improvement	Money will be identified to start expanding.
PSLO Impacted	<p>Liberal Arts PSLO #8: Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.</p> <p>This purchase will help expand the HPER program, provide ample space in one place. The number of students who take the classes can be raised with more space.</p>
Current Status	No movement has been made, except that I know I will not have any space for an office or teaching space when the Imu Pit and Commercial Kitchen are built.

RESOURCES NEEDED			OUTCOMES
Initial Acquisition Cost	Annual Recurring Cost	Useful Life	(Identify and Quantify)
\$100,000 - expansion on the weight room \$100,000 - bathrooms, showers, and dressing room		As long as we have a campus, it will be usable.	Increase HPER students from fill rate of 75% to 90%.

Part V. Program Student Learning Outcomes and Assessment

HPER classes are used primarily for Liberal Arts students to get a physical health and cognitive health designation met. All of the HPER courses meet the PSLO #8 for Liberal Arts: Make informed decisions based on an understanding of the qualities of a healthful lifestyle, explain the connection between a healthy body and a thoughtful mind, perform group activities cooperatively, and engage in healthful physical activity.

The classes are also used as electives for other students and as personal enrichment for faculty and staff.

List your Program Student Learning Outcomes and indicate if they were assessed.

Attainment of CSLOs for HPER classes

Fall 2016

HPER 100 - Health, Wellness, and Fitness

CSLO	What is the CSLO?	How is it measured?	What % Met CSLO?
#1	Perform a healthful physical activity as part of a healthy lifestyle.	Fitness Improvement, Attendance	80%
#2	Identify personal health/wellness goals and develop a plan that promotes a healthy lifestyle.	Goals	93%
#3	Participate in group activities that promote health, wellness, and physical activity.	Fitness Improvement, Attendance	80%
#4	Identify the components that connect a healthy body and a thoughtful mind.	Tests	68.4%
#5	Research and evaluate health-related information.	Research Presentation	90.9%

Fall 2016

HPER 160 - Fitness Bootcamp

CSLO	What is the CSLO?	How is it measured?	What % Met CSLO?
#1	Identify and describe physical fitness components and training principles.	Written Assignments	52.9%
#2	Employ safe and appropriate methods to improve fitness levels.	Fitness Improvement	69.23%
#3	Use correct form when weight training, applying appropriate modifications for exercises as necessary.	Attendance	46.15%
#4	Assess and analyze daily diet, identify strengths and challenges to make changes to aid in realizing personal wellness goals.	Written Assignments	52.94%
#5	Participate in a healthy and lifelong learning activity.	Attendance	46.14%

This course has its challenges. It is a fun course to take and teach, however, it is typically a mix of credit-taking students and faculty/staff who just want the activity. There are also students or faculty/staff who are taking it for the second time, or have taken the class every semester it has been offered. Livetext doesn't allow for me to drop students, so I entered NA if it was a faculty/staff or student who was re-taking the course. Although, the meeting of the CLSO's seems thoroughly horrendous. I will evaluate what to do differently for Spring 2018 class, so that students are meeting the SLOs and so that faculty/staff aren't counted in the Livetext assessment.

Fall 2016

HPER 170 - Beginning Yoga

CSLO	What is the CSLO?	How is it measured?	What % achieved it?
#1	Describe terminology, history, general philosophy, and benefits of Hatha Yoga.	Written Tests	
#2	Demonstrate the correct form of yoga poses, and know both English and Sanskrit terms for the poses.	Skills Test	
#3	Participate in a personal yoga practice outside of class.	Attendance	93.3%
#4	Demonstrate a flow of yoga poses with a chosen poem, sutra, or Bible verse.	Literary Demonstration	
#5	Understand the principles of yoga by integrating them into daily lives.	Attendance, Outside log	93.3%

I don't think I finished doing Livetext for this class.

Spring 2017

HLTH 285 - Nutrition

CSLO	What is the CSLO?	How is it measured?	What % achieved it?
#1	Describe basic Macronutrients and Micronutrients and their physiological action	Quiz, Test, Written Assignments	100%
#2	Evaluate nutrition information from a sustainability and cultural perspective to develop a sample meal plan	Research Project	100%
#3	Assess local and global issues that inform nutritional choices	Research Project	100%
#4	Demonstrate proficiency in developing a research proposal utilizing peer-reviewed literature	Research Project	100%

There were two people signed up for Nutrition, however one dropped, so I taught one student all semester. This student had already received his Bachelor's and was waiting for admittance to UH Manoa for a Masters Degree in Nutrition. This was the first semester I taught Nutrition, and it was also a class that was developed by another faculty member who had an OER book for half of the course. I ended up using the textbook FSHN 285, which I had taken online previously, as a large resource to what I taught. I will try using the updated text in Spring 2018.

HPER 160 - Fitness Bootcamp

CSLO	What is the CSLO?	How is it measured?	What % Met CSLO?
#1	Identify and describe physical fitness components and training principles.	Written Assignments	60%
#2	Employ safe and appropriate methods to improve fitness levels.	Fitness Improvement	44%
#3	Use correct form when weight training, applying appropriate modifications for exercises as necessary.	Attendance	77.7%
#4	Assess and analyze daily diet, identify strengths and challenges to make changes to aid in realizing personal wellness goals.	Written Assignments	42.8%
#5	Participate in a healthy and lifelong learning activity.	Attendance	77.7%

This course is sometimes hard to assess, since I have some faculty/staff who take this course along with credit-receiving students. I also have staff who have taken this class every semester I've offered it. They may or may not take part in the written assignments. Livetext also doesn't let you drop students who have dropped your course, so when I wrote in NA, that is taken into account the total percentage of students who met the CSLO, so it's not accurate.

HPER 170 - Beginning Yoga

CSLO	What is the CSLO?	How is it measured?	What % achieved it?
#1	Describe terminology, history, general philosophy, and benefits of Hatha Yoga.	Written Tests	
#2	Demonstrate the correct form of yoga poses, and know both English and	Skills Test	

	Sanskrit terms for the poses.		
#3	Participate in a personal yoga practice outside of class.	Attendance	61.9%
#4	Demonstrate a flow of yoga poses with a chosen poem, sutra, or Bible verse.	Literary Demonstration	
#5	Understand the principles of yoga by integrating them into daily lives.	Attendance, Outside log	61.9%

For the Attendance, the % achieved is inaccurate. I had 12 students who met the CSLO and 8 who dropped, and are NA (since I couldn't drop them on Livetext), so although the % met says 61.9%, I would argue that the 12 who were in the class all semester did meet the CSLO. Seven of the others never came to the class, and 1 dropped early in the semester.

