

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: HEA 103 - Personal Health

Date: 10/10/14

This overview course offers an opportunity to explore the biological, behavioral, physical, and sociological aspects of health and wellness. The roles of lifestyle and behavior are examined as they relate to the prevention of health problems. Topic areas include: mental and emotional health, stress management, disease prevention, fitness, nutrition, sexuality, aging, environment, and other timely issues related to personal health.

Course/Program Team: Thomas Burge, Shannon Cameron, Bernard Johnson, and Vicky Bullet

Expected Learning Outcomes: Student will be able to:

- Identify and understand behavior patterns within the six dimensions of personal health.
- Determine how lifestyle and behavior play a role in maintenance of health and disease prevention.
- Research and reflect on current, media driven topics related to public health concerns.
- Describe different high risk factors that impact negatively on one's health.
- Describe different pathways of achieving a healthier lifestyle through exercise, education, and nutrition.

Assessment (How do or will students demonstrate achievement of each outcome?)

- Students will attain 70 percent proficiency on a written quizzes and unit exams covering the six dimensions of health.
- Students will complete a self-evaluated behavior modification contract with themselves to reference throughout the semester.
- Students will complete weekly media research articles using MLA format and demonstrate correct citations based on Humanities scoring rubric.
- Students will and use standard mathematical computation skills to calculate caloric intake using conversion scales, measuring body composition, through various methods determining energy needs and expenditure.

Validation (What methods have you used or will you use to validate your assessment?)

- Collect data as to the percentage of students who are successful in meeting those standards at a 70 percent proficiency.
- Examine the scoring rubric for skill proficiency and its accuracy at the conclusion of each semester
- Number of students who correctly utilize MLA manuscript format (cross-disciplinary connections).

- Collaborate with a member of the Humanities Division to determine if the MLA scoring rubric is being used appropriately.
- Collaborate with a member of the STEM Division to share our data as to students' readiness for compute the various formulas used in the HPELS Division.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

- We anticipate the data will show a high rate of student success in both knowledge and writing proficiency.
- Data collection will begin at the conclusion of the Spring 2012 semester and be ongoing.

Follow-up (How have you used or how will you use the data to improve student learning?)

- Instructors who will meet with their peers at the conclusion of each semester to evaluate the need for pedagogical changes to improve student learning.

Budget Justification (What resources are necessary to improve student learning?)

- Continued funding of professional development for all HPELS instructors