

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: Health (HEA) 230 - Concepts of Exercise Programming

Date: 1/12/15

This comprehensive, introductory course is designed to give the student practical information about nutrition. Emphasis will be on the application of nutritional principles to personal eating habits. The course will also focus on preparing the student to deal with lifelong process of nutrition management as it relates to disease prevention and the promotion of a healthy lifestyle.

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

Expected Learning Outcomes: Student will be able to:

- Describe different pathways of achieving a healthier lifestyle through exercise and nutrition.
- Identify multiple populations who would benefit from specific exercise prescriptions.
- Demonstrate various exercise techniques and modalities that will lead to improved fitness.
- Identify contraindications per clientele to provide a safe and effective exercise program.
- Examine the best methods for helping a client achieve fitness goals, via different exercise modalities and behavior modification.

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

- Students will attain 70 percent proficiency on a written exam and reaction essay covering nutrition, exercise prescriptions, and health throughout the life cycle.
- Students will use instructor-designed assessment to evaluate an exercise prescription for a specific population.
- Students will use instructor-designed rubric to demonstrate proper skills and techniques in strength training, flexibility, and cardiovascular modalities.
- Students will evaluate a fitness facility for safety concerns.
- Students will demonstrate the ability to adapt equipment and modalities to clients with specific individual needs.
- Students will continually evaluate a variety of methods that will lead a client to achieve their fitness goals and make recommendations to keep the client motivated.
- Students will utilize standard mathematical computation skills to calculate caloric intake using conversion scales, measuring body composition, through various method determining energy needs and expenditure to specifically compare exercise prescriptions.
- Students will conduct a case study on a specific client and utilize MLA format and demonstrate correct citations based on the Humanities scoring rubric.

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

	Pre-Test		Post-Test	
	Right	Wrong	Right	Wrong
When comparing the medial epicondyle of the humerus to the lateral epicondyle of the humerus, which of the following statements is correct?	6	3	11	
Which of the following movements takes place in the frontal plane?	2	7	10	1
Which pair of shoulder muscles is BEST strengthened by shoulder shrugs performed with resistance?	6	3	11	
Which of the following is an example of a multiplanar movement from the anatomical position?	1	8	9	2
What muscles are strengthened when a client performs side-lying leg lifts with the lower leg?	4	5	10	1
The soleus, gastrocnemius, and plantaris are located in which compartment of the lower leg?	3	6	7	4

In general, the class improved as a whole throughout the semester based on these specific questions. However we did not see a 70% proficiency on the last question regarding the soleus, gastrocnemius, and plantaris.

These questions are not sufficient for truly assessing the course and students. Therefore, I have completely changed the pre-test for Spring 15 to include more questions (fill in blank, MC, short answer, and diagram) and provide feedback on their knowledge of Anatomy, Physiology, and Movement. The different questions will be covered throughout the course using multiple tools such as quizzes, tests, homework and a case study.