



UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: HLSC 1300

Academic Year: 2020-2021

**Due to Chair/Program Director and Faculty Assessment Chair by
September 4**



1. Name of course: Concepts of Lifetime Health & Wellness
2. Name of individual(s) compiling report: Jamie R Ryan, Shannon S Wilcox
3. Date of submission: September 4, 2021
4. Academic year: 2020-2021

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Identify positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Demonstrate basic understanding of critical health issues and behavior affecting personal health.

Discuss strategies for establishing and maintaining healthful living practices, including exercise.

Identify the causes of stress and the steps to successfully manage stress.

Recognize and discuss the processes and effects of addictive behavior substance abuse, and substance dependence.

Demonstrate knowledge of essential nutrients, their food sources, and why they are important to the body.

2. Which CLOs were addressed for the academic year?

Identify and analyze positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Apply knowledge of essential nutrients, their food sources, and why they are important to the body.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Identify and analyze positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Demonstrate basic understanding of critical health issues and behavior affecting personal health.

4. Explain the assessment cycle.

We will assess the same assignment for 3years (3 Fall semesters and 3 Spring Semesters) adjusting after each term based on findings and data analysis. Striving to meet/exceed the goals. After 3 years of data collection and edits we will change to assessing a different CLO. This assessment cycle will begin Fall 2021.

5. What are the assessment methods? Are they direct or indirect?

The Dimensions of Health- Direct Assessment: The assessment is a short answer application based comprehensive assessment tool. The assessment tool is designed to elevate the level of critical thinking and application of the knowledge being measured.

6. What are the assessment goal(s), including benchmarks?

The assessment goal of the HLSC sub department is that 70% of students will demonstrate success by achieving “meets expectations” by scoring (70%) or above on assessment assignments. Data will be collected and reviewed prior to the end of each semester.

7. What were the findings for the academic year?

Dimensions of Health Fall 2020-

56 students completed the assessment assignment. There was a 91.2 % average on the assignment.

Dimensions of Health Spring 2021-

60 students completed the assessment assignment. There was an 89.75% average on the assignment.

Meal Planning Fall 2020- 69 students completed the assessment assignment.

There was an 76.3% average on the assignment.

Meal Planning Spring 2021- - 61 students completed the assessment assignment.

There was an 83.6% average on the assignment.

8. What is your analysis of the findings?

Dimensions of health experienced a slight decline from Fall 2020 to Spring 2021 (1.5%) Multiple factors related to the pandemic could have impacted this decline.

Meal Planning experienced an increase from Fall 2020 to Spring 2021 (7.3%) Part of our plan from last year was to record a video reviewing diet planning principles, including serving size/moderation. We believe this helped increase our student's knowledge and ability to perform better.

9. What is the action plan for the upcoming academic year?

Explain.

HLSC 1300 Concepts of Lifetime Health and Wellness will change the assessment tool used for the new assessment cycle beginning Fall 2021. We will still be assessing the concept of the Eight Dimensions of Health however, rather than reflect on a case study, the assessment will ask students to define, describe, and give an example of how they will implement a change to improve each dimension of health in their own lives. Each dimension answer should provide at least four complete sentences with correct spelling and proper grammar.

Students will be assessed on understanding of the definition of the definition, the ability to describe the dimension in their own words, their application of knowledge into their own lives by providing an example, as well as proper spelling and grammar. A grading tool will accompany the assessment to guide students. Assignment instructions for faculty will be uploaded in the Blackboard course shell to make sure all faculty understand how to grade with the rubric and run the necessary reports.

The HLSC team wants to ensure we are grading consistently and will continue have norming workshops. We will grade the assignment together, as a sub-department to increase consistency and standardization of the assignment and to limit subjectivity among instructors. This can be done via an online group meeting format for convenience and health safety, if needed.

HLSC faculty will continue to consult with stakeholders about current trends and standards regarding instruction.