



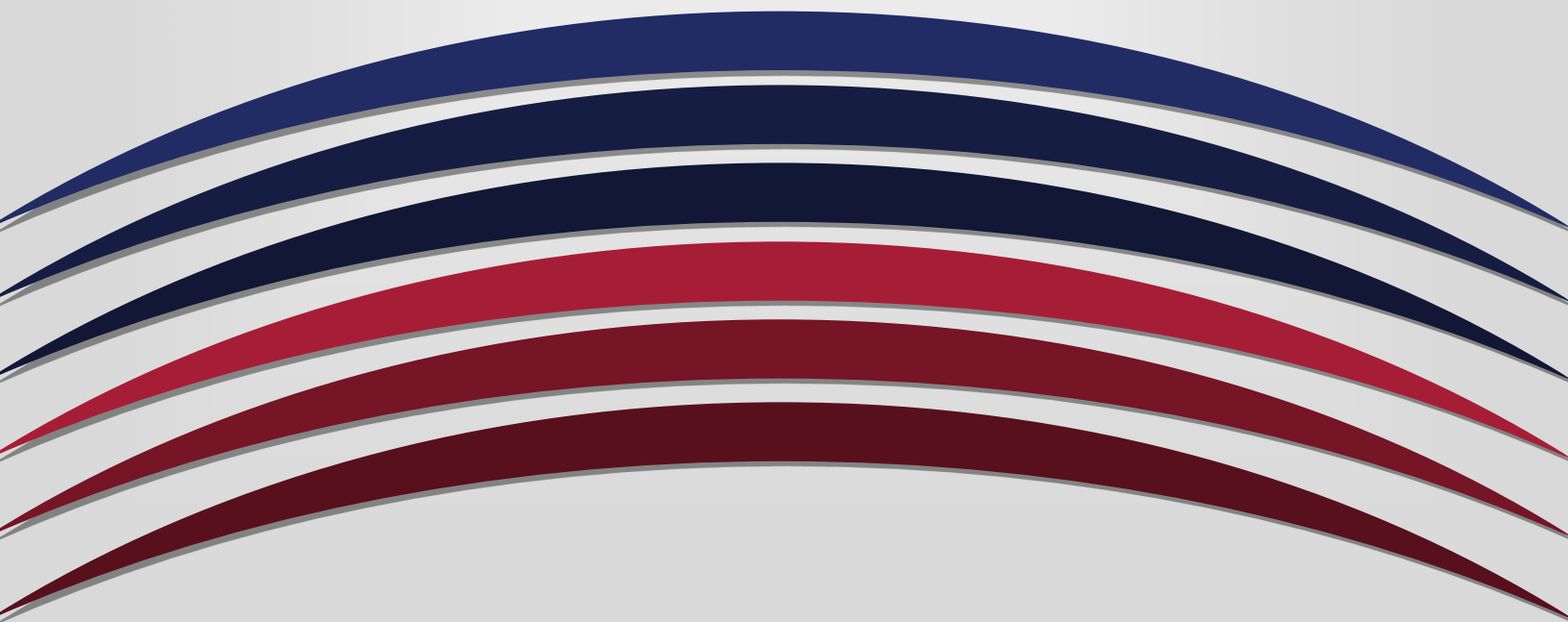
UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: HLSC 1300

Academic Year: 2021-2022

**Due to Chair/Program Director and Faculty Assessment Chair by
September 1**



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 15th, 2022
4. Academic year: 2021-2022

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?

CLO1- Identify positive and negative factors that impact physical, social, mental, and emotional health and well-being.

CLO 2-Demonstrate basic understanding of critical health issues and behavior affecting personal health.

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

CLO 1-Identify positive and negative factors that impact physical, social, mental, and emotional health and well-being.

CLO 2-Demonstrate basic understanding of critical health issues and behavior affecting personal health.

4. How does this report connect or map to program-level or institutional-level outcomes?

Apply critical thinking skills to achieve a desired goal. (Critical Thinking)

This may include the ability to:

- Apply appropriate methods to solve problems or address issues.
- Use evidence to justify conclusions.

Students are assessed on their understanding and their ability to apply the concepts of the dimensions of health to their own lives.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.



Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? <i>Note: If more than one assessment method was used, you may insert an additional row.</i>	<i>Students across all sections completed a common comprehensive final exam. Questions were linked to specific course learning outcomes. Item analysis was performed to determine proficiency.</i>	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.		No
How do you define success for an individual student on the CLO assessment assignment or measure?	<i>Student scores 75% on the questions linked to the CLO1 and CLO2.</i>	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	<i>75% of students in the course achieve success on the CLO 1 and CLO 2 assessment assignment</i>	
How many students completed the assessment, and how many were successful?	Fall CLO-1 44 students assessed 40 successful (90.1% success rate) CLO-2 44 students assessed 41 successful (93% success rate)	Spring CLO-1 44 students assessed 40 successful (90% success rate) CLO-2 44 students assessed 41 successful (93% success rate) LIVE section * I wanted to report this separate as well as in the totals* CLO-1 7 students assessed 5 successful

		(71.4% success rate) CLO-2 7 students assessed 6 successful (85.7% success rate)
Academic Year Total (add the numbers from Fall and Spring)	CLO 1- 88 students assessed 80 successful (90% success rate) CLO 2- 88 students assessed 82 successful (93% success rate)	
Was the benchmark/goal for this academic year met?	Yes	Yes
Were standardized rubrics, tests, or checklists used?	Yes	Yes

5. What is your analysis of the findings?

The stated goal for both learning outcomes (CLO 1 and CLO2) was that at least 75% of the students enrolled in the course would answer the question correctly. This learning outcome is an example of summative learning that occurred throughout the semester and was represented on the final exam. Our goals were met for this learning objective. CLO1 assesses the concepts of the 8 Dimensions of Health. Students are required to define and describe each dimension. CLO2 assesses the students' abilities to apply learning acquired in CLO1 to their personal lives by providing an example of how one or more of the 8 Dimensions of Health have been affected by circumstances in their daily lives coupled with a plan to modify or change behaviors that positively impact the affected dimension. By demonstrating the ability to apply knowledge acquired in the classroom successfully, students exhibit higher levels of learning. The high success rates for both CLO1 and CLO2 reflect the intentional delivery of content related to the 8 Dimension of Learning throughout the entirety of the course.

6. What is the action plan for the upcoming academic year? Explain.

For both CLO1 and CLO2, data collected from the first assessment period appears to indicate that the content was delivered in a manner that successfully facilitates learning. However, given the small sample size, it is recommended that CLO1 and CLO2 are again assessed in the next offering of this course to provide additional data points to support this supposition. 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.