

# REPORT ON THE ASSESSMENT OF LIBERAL STUDIES CORE CATEGORY C 4(WELLNESS)

APRIL 2016

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## OUTLINE

- I. Overview of the Charge to the Assessment Team
- II. Student Learning: A Review of Randomly Selected Student Work
  - a. Quantitative Analysis
  - b. Qualitative Analysis
- III. Faculty/Departmental Delivery: A Review of Syllabi
- IV. Strengthening the Correlation between Student Learning and Faculty/Departmental Delivery
  - a. Reflection on Changes Since 2006 Category C4 Assessment
  - b. Assessment of C4 Wellness Category in Context of Liberal Studies Document and Broader University-Level Assessments
- V. Recommendations for Changes Based on Three Guiding Principles for Assessment
  - a. Changes to the Liberal Studies Program (including Learning Outcomes)
  - b. Changes to the Assessment Process (including Rubrics)

## I. OVERVIEW OF THE CHARGE TO THE ASSESSMENT TEAM

The charge to Liberal Studies Assessment teams indicates that the primary tasks for the members are to (1) use the Liberal Studies rubrics to score samples of student work as a way to determine how well students are achieving the associated outcomes of the Liberal Studies Program, and (2) to review the syllabi of the courses taught in the category under review. The overarching goals of the Liberal Studies assessment are to determine how well students achieve the Liberal Studies Learning Outcomes, and to determine how consistent the goals of the Liberal Studies Program are with what faculty and departments are delivering.

The Guiding Principles for Liberal Studies Program Assessment are to answer the following questions:

- 1) Are we delivering what we say we do?
- 2) Are students learning what we want them to?
- 3) What can we do to strengthen the correlation between what we deliver and how well students learn?

The results of this team's assessment are thus outlined based upon these guiding principles and questions.

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## II. LEARNING: A REVIEW OF RANDOMLY SELECTED STUDENT WORK

A total of 64 artifacts were used in this assessment. Based upon a randomly generated set of student identification (920-) numbers, a set of artifacts were collected in the Fall 2015 semester, identifying factors were removed, and the papers were stored in the H-drive for use in the assessment of the C4 (Wellness) category of the Liberal Studies Program. Each reviewer was assigned 17 papers to score based on the Liberal Studies Assessment Rubrics (see Appendix A). All of these papers were examples of student work from HEAL 111, HEAL 123 and HSCC 101 classes, all options for the fulfillment of the C4 category. Prior to collection, the faculty identified the Liberal Studies Learning Outcome that was best reflected in the assignment. Two outcomes of the Liberal Studies Program were identified by the faculty as relevant to the selected assignments;

1. Demonstrate the ability to locate, analyze, synthesize, and evaluate information;
5. Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being.

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## A. QUANTITATIVE ANALYSIS

The following table was generated from the scoring spreadsheets used by the Assessment Team members and indicates the distribution of the ratings assigned to the 64 artifacts scored. Note that 4 of the artifacts received a rating of "X" which designates irrelevancy of the category to the assignment, or that folders and/or content could not be viewed or assessed. Bar charts in Figures 1 and 2 help to illustrate the percentage of artifacts that were scored at each rating value. Note that ratings of 1, 2, 3, and 4 correspond respectively to "Emerging," "Developing," "Achieving," and "Exemplary" levels of ability.

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Table 1.

Outcome	n	Rating					Average	Min	Q1	Median	Q3	Max
		X	1	2	3	4						
1a	6			2	2	2	3.00	2	2.25	3.00	3.75	2
1b	6				2	4	3.66	3	2.50	4.00	4.00	4
1c	6				6		3.00	3	3.00	3.00	3.00	3
1d	6			1	3	2	3.16	2	3.00	3.00	3.75	4
5	62	4	1	21	28	8	2.74	1	2.00	3.00	3.00	4

Table 1. Table of Raw Data From Scoring Student Work

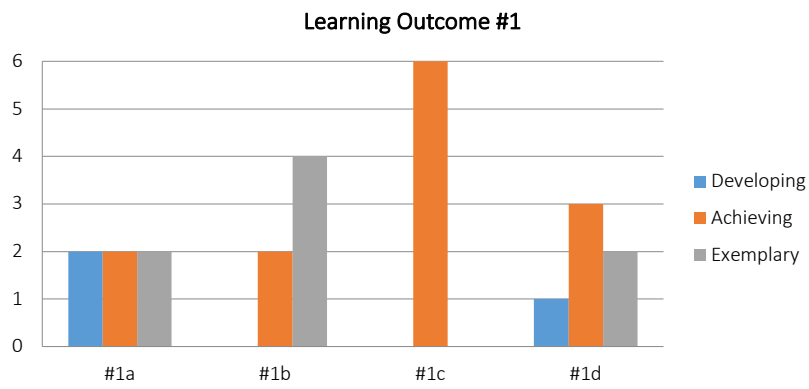
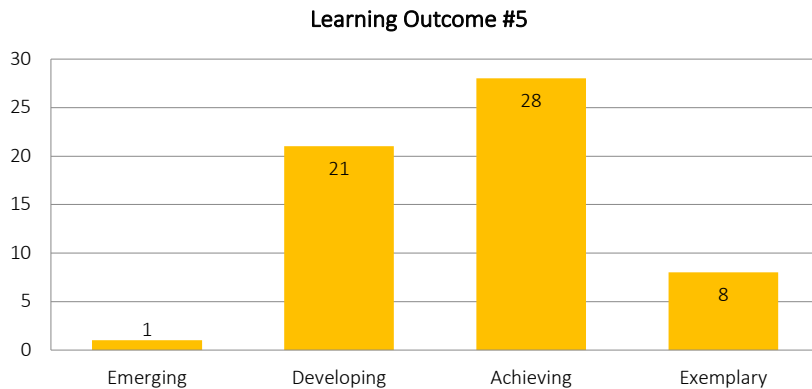


Figure 1. Learning Outcome #1: Demonstrate ability to locate (#1a), analyze (#1b), synthesize (#1c) and evaluate (#1d) information



**Figure 2. Learning Outcome #5:** Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being

## B. QUALITATIVE ANALYSIS

### LEARNING OUTCOME 1: DEMONSTRATE THE ABILITY TO LOCATE, ANALYZE, SYNTHESIZE, AND EVALUATE INFORMATION.

Only 6 out of the 64 student papers evaluated were rated for this learning outcome. The four skills mentioned in the outcome were scored separately in the rubric: locate, analyze, synthesize, evaluate. The ratings on these assignments indicate that the majority of students were performing at the “Achieving” or “Exemplary” level. Two of the papers were rated “Developing” with regard to the students’ ability to *locate* information, and one paper was rated “Developing” with regard to the student’s ability to *evaluate* information. No ratings were given in the “Emerging” category.

The members of the assessment team all agree that the nature of the assignments being evaluated sometimes made it difficult to accurately assess this objective. The assignments submitted for this assessment were Power Point presentations created by the students dealing with current topics in college health. Not all of them included citations, which would have indicated how well the students were meeting this objective. Further, when the assignments were presented in class, the assessors have no way of knowing what information was included in the oral presentation to augment the information on the slides. So, while the results of the assessment are positive, these challenges—along with the relatively small sample size related to this objective—cause the assessment team to be less confident in drawing broad conclusions about the effectiveness of the C4 category of the Liberal Studies Program in meeting this objective based on this data alone.

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## LEARNING OUTCOME 5: DEMONSTRATE THE ABILITY TO RECOGNIZE BEHAVIORS AND DEFINE CHOICES THAT AFFECT LIFELONG WELL-BEING

The 64 student work samples from wellness courses indicate that Western Carolina University students are performing at all four levels, with the majority of papers (n=49) demonstrating the categories of “developing” (n=21) and “achieving” (n=28). A majority of the projects 58% of the total projects ranked at either achieving or exemplary and indicated that students are able to recognize behaviors that affect lifelong well-being. Many of the projects in the “developing” category did not necessarily indicate that Western Carolina University students could define choices that affect lifelong well-being. One potential reason for this is the limited time frame in which students are able to devote to this learning outcome in the constraints of one semester. Approximately 13% of these projects were scored as “exemplary” and 45% of the projects were recognized as “achieving”. These projects highlighted students’ abilities to be self-reflective and apply new learning to their own lives. As an example for this learning outcome, many students participated in a behavior change project where they identified a behavior to modify through the course of the semester and they utilized self-reflection and application of course learning targets to change the identified behavior. The “developing” category made up 34% of the student work samples. In these samples it was clear that students could recognize or define behaviors but were lacking in connection of choices that affect lifelong well-being. Only one project was deemed to be “emerging”.

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The assessment team found that the assignments met the goals of Liberal Studies Outcome #5. In fact, the assignments clearly addressed the goals and mission of the C4 Wellness category. In particular the behavior change tracking assignment met the spirit of Liberal Studies Outcome #5 in exemplary fashion, however, this single assignment as it was completed by the students did not necessarily reflect in the words of the rubric “a personal commitment to change.” They recognized the problem behavior and understood its effect on their overall health. The artifacts all demonstrated an evaluation of their success or failure, but did not necessarily measure a personal commitment to change. The assignment asked for their prediction for maintaining this new behavior but the rubric suggested that achieving and exemplary had to result in a commitment to change, not just the recognition of the need for change. The category of developing was more a feature of the wording of the rubric than the quality of the assignment. For suggestions on this, please see the Assessment Team’s suggestions for the revision of the grading rubric.

### III. FACULTY/DEPARTMENTAL DELIVERY: A REVIEW OF SYLLABI

The C4 (Wellness) Core category of the Liberal Studies Program consists of one of the following courses: HEAL 111, HEAL 123 and HSCC 101. As a part of this assessment, syllabi from HEAL 123 and HEAL111 were evaluated. The assessment team used the syllabi as a proxy to determine how well the content of the course reflects the descriptions of the C4 Category and the Liberal Studies Program outcomes as articulated in the Liberal Studies Document. Each syllabus was checked for the explicit statement of C4 Description, Liberal Studies Program Outcomes, and Wellness Program Learning Outcomes (See Appendix B). Quantitative results of this review are presented in Table 2. Overall, these syllabi served as a model for both the C4 statement, the Liberal Studies Outcomes, and the specific C4 outcomes as well as statement addressing a commitment that 25% of the course would involve a fitness component.

Course	C4 Statement		Liberal Studies Outcomes		C4 Outcomes		Instructor Objectives	
	Present	Absent	Present	Absent	Present	Absent	Present	Absent
Health 111	3		3		3		3	
Health 123	7	2	9		9		9	
HSCC 101	0	4	1	3	0	4	4	0
Totals	10	6*	13	3	12	4	16	0

Table 2. Review of course syllabi.

\* The adherence to these components was high in HEAL 111 and HEAL 123. Of the 2 syllabi that did not have the C4 statement explicitly, they did include learning objectives for C4.

The HSCC 101 syllabi included instructor objectives that aligned with the Liberal Studies Outcomes but these were not specifically referenced.

The syllabi also demonstrated a unified commitment to a fitness component comprising 25% of the course requirements. Every syllabus included this commitment and a subsequent review of HSCC 101 also indicated their commitment to this criteria. The syllabi including designated “dress-out” fitness days.

The HSCC 101 assignments all indicated Liberal Studies Outcome #1. These assignments required self-reflection, written communication, and required students to utilize Hunter Library for research components.

In fact, the standard Liberal Studies elements in these syllabi could serve as a model for other area syllabi.

Moreover, each syllabus included a list of campus resources related to physical, emotional, and spiritual wellness. A closer look at course calendars also demonstrated how C4 connected students to these resources with course activities at the new hiking and biking trails, BaseCamp Cullowhee, Intercultural Affairs, and spiritual wellness, and a broader engagement with student life. The commitment of the C4 program to link their students to the larger educational and student life experience at WCU speaks to their competency in linking Liberal Studies to Goal 1.2 in WCU’s 20/20 Strategic Plan.

**IV. STRENGTHENING THE CORRELATION BETWEEN STUDENT LEARNING AND FACULTY/DEPARTMENTAL DELIVERY**



**A. REFLECTION ON CHANGES SINCE 2006 CATEGORY C4 ASSESSMENT**

The previous assessment of Core C4 Liberal Studies Category was completed in 2006, and the [report of the assessment](#) findings can be found among those listed on the Liberal Studies Program Assessment web site.

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It is important to note that the assessment at this time was on only 2 courses that comprised the C4 Category in the Liberal Studies Program at that time.

The recommendations from the 2006 Report on C4 Wellness Course Assessment, the actions taken in response to these recommendations, and the associated outcomes are summarized in Table 3, presented below. There were additional suggestions to reduce class size which have not been met. In fact, class size in the C4 area has increased with course caps being raised to meet demand.

Recommendations from 2006	Actions	Outcome
1. Increase the amount of physical activity to represent 25% of the course time.	Based on analysis of syllabi, all courses state that 25% will be designated to physical activity	Completed
2. Increase opportunities and encouragement for students to engage in leisure time physical activities through on campus programs such as Base Camp Cullowhee and Intramurals.	Inclusion of resources in syllabi	Completed
3. Increase opportunities for students to practice behavior modification techniques through projects, journals, activities, special events, etc.	Specific projects integrated into coursework.	Completed- evidenced by student samples.
4. Create a survey tool to assess if students are using the knowledge and skills presented to them in the C4 wellness courses. Most students take these courses as freshmen so it would be helpful to evaluate the effectiveness of the wellness message when they are seniors.	Individual courses do a pre/post evaluation. In order to accomplish this, the office of institutional planning would need to undertake this recommendation.	Not Completed
5. Increase collaboration efforts between the departments of Health Sciences, Health and Human Performance, and Health Services to provide guest speakers, special programs/events, activities, incentive programs and resources for faculty and students.	See number 1	Completed
6. Encourage faculty to create new C4 courses to address specific health issues such as women's & men's personal health, special topics in health, weight management, freedom	Created Health 111 Stress Management	Completed

from addictive behaviors, fitness & conditioning, etc. Also encourage faculty to create upper level perspectives that examine these health related topics in greater detail.	Health and Wellness	
7. Increase physical activity class offerings for credit that reflect student interests and current trends. These can include mountain biking, whitewater paddling, hiking (currently being offered), group fitness exercise (used to be called “aerobics”), swimming (only offered on a limited basis), team sports (ultimate, soccer), yoga, tai chi, Pilates, etc.	Integrated options into courses for credit for physical activity. Other courses offered as available.	Completed
8. Provide at least one qualified graduate assistant to aid HSCC 101 faculty in implementing sufficient fitness activities. Currently, HSCC 101 faculty does not have any graduate assistants to aid them in designing and implementing fitness activities to the student’s detriment.	Unfortunately the program no longer has a graduate component	N/A
9. Provide space, funding, equipment, and opportunities for the C4 wellness courses to offer physical activity components.	The CRC (open in 2006) has provided equipment and space for students to participate in physical activity components. Reid gym has become an additional space for this.	Completed
10. Increase the amount of green spaces on campus to encourage the WCU community to participate in outside activities and provide designated, safe walking/running/biking paths around campus and the surrounding community to encourage individuals to park their cars and exercise more. Create maps and signs to show where they are.	Addition of the biking and walking trails, disc golf course, as well as the community greenway allows students to participate in outside activities in a safe environment.	Completed
11. Include a pedometer in all orientation packets for new students and new faculty/staff to encourage an increase in physical activity. Incorporate the use of these pedometers in the C4 wellness courses and campus-wide wellness initiatives.	Technological changes make this no longer applicable. Apps are available on phones.	
12. Facilitate the appreciation of the whole, well student among non-health-related department faculty and staff.	CRC offers opportunities—Wellness Wednesdays serve as an example.	
13. Increase the number of C4 courses taught by tenured or tenure-track faculty.	2 new tenure track faculty have been added but course size has increased to 40.	
1. Provide more office space, computers, and telephones for adjunct and part time instructors to have “office hours” and be more accessible to students.	CRC creation has offered more space in Reid	

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2. <i>Include (document) critical thinking in each course.</i>	Recommendation for evaluation criteria on key assessments to include language that reflects critical thinking.	Syllabi reflect a commitment to research and application.
3. <i>Include liberal studies C4 goals on all syllabi.</i>	Courses include C4 goals on syllabi	Completed
4. <i>Include line item support for Campus Leaders Advocating Wellness (CLAW).</i>	n/a	There is no more CLAW
<i>Increase support / services from Counseling Services.</i>	See syllabi	Completed
<i>Increase support / services from Student Health Services.</i>		

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**B. ASSESSMENT OF C4 WELLNESS CATEGORY IN THE CONTEXT OF THE LIBERAL STUDIES DOCUMENT AND OF BROADER UNIVERSITY-LEVEL ASSESSMENTS**

One of the goals of the Liberal Studies Program is to enhance WCU's aspirations for students to attain "the knowledge, skills, and attitudes of an educated person, including the ability to think critically, to communicate effectively, to identify and resolve problems reflectively, and to use information and technology responsibly; an appreciation for the creative and performing arts; and a basis for continued personal development and lifelong learning." As a part of the Core, the C4 category is to provide students with academic skills and intellectual habits needed throughout the undergraduate experience.

Based upon the samples of student work considered in this assessment, as well as the syllabi submitted for the 2014-2015 academic year, the C4 category meets the overall goal of the Liberal Studies program. In particular the C4 category is described as:

**C4, Wellness (3 hours):** The Wellness requirement will provide students with a foundation for lifelong wellness by informing and valuing health and wellness beliefs. The Wellness course includes an integrated fitness activity which will emphasize the crucial role of physical fitness in lifelong wellness. Students will be challenged to make thoughtful and voluntary behavioral changes that will promote lifelong health. The important contribution of leisure activity to the overall balance of life will be explored. The roles of such lifestyle factors as stress and stress management, recognition of obsessive or addictive behaviors, and the development of healthy interpersonal relationships will

be examined. Health and wellness decisions are lifelong considerations for any human being, and healthy people have the best chance of contributing fully to the society in which they function.

This Liberal Studies Assessment Team has been charged with assessing how the Liberal Studies Program, with particular focus on the C4 Category, can help to achieve Goal 1.2 and Initiative 1.2.4 of the 2020 Vision. Goal 1.2 provides a mandate for the educational experience at WCU: "Fully integrate into the general education program and into each major and minor at both undergraduate and graduate levels an emphasis on those core abilities expected of all WCU students: to integrate information from a variety of contexts; to solve complex problems; to communicate effectively and responsibly; to practice civic engagement; and to clarify and act on purpose and values" (p. 20).

No one course or sequence of courses in the Liberal Studies Program is expected to encompass and satisfy all of the goals of the program, including the seven comprehensive student learning outcomes, or the core abilities referenced above. The C4 Wellness courses do a stellar job of contributing to the overall outcomes of the Liberal Studies program. But with regard to Initiative 1.2.4, which states that WCU is to "ensure all academic programs incorporate the core abilities detailed in Goal 1.2" (p. 20), no evaluation can be made regarding this initiative in this assessment, since the team's work was restricted to consideration of syllabi of HEAL 123, 111, and HSCC 101.

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## V. RECOMMENDATIONS FOR CHANGES BASED ON THREE GUIDING PRINCIPLES FOR ASSESSMENT

As indicated in the Liberal Studies Assessment charge, the ultimate goal of the assessment as it moves forward is to recommend and implement changes to the Liberal Studies Program, which is to be manifested in revisions to the Liberal Studies Document. The Assessment Team has reflected upon the work of this assessment and the three questions posed in the Liberal Studies Assessment Guiding Principles: 1) "are we delivering what we say we do?" 2) "are students learning what we want them to?" and 3) "what can we do to strengthen the correlation between what we deliver and how well students learn?" Our recommendations for changes to the Liberal Studies Program, focusing particularly on implementation of the C4 category, and the Liberal Studies Assessment process, are framed with respect to these questions.

### A. RECOMMENDATION FOR CHANGES TO THE LIBERAL STUDIES PROGRAM

#### 1. Are we delivering what we say we do?

In general, the C4 Wellness category provides students with the opportunities to address fitness, issues related to lifelong health, the role of leisure in life, stress management, healthy interpersonal relationships, and recognition of addictive behaviors. The link between the outcomes of Liberal Studies,

the goals of the C4 category, and the specific course objectives build a cohesive whole and demonstrate to WCU's students the links between courses in the C4 category and the overall outcomes of the Liberal Studies program. As such, the Assessment Task Force's recommendation for changes in the Liberal Studies Program are not focused on content, but on implementation.

**RECOMMENDATIONS:**

- Average class sizes of 38-40 do not reflect the goals of the Liberal Studies program overall.

2. Are students learning what we want them to?

Based upon evidence from the artifacts included in this review, the assignments in C4 reflect the goals of WCU's Liberal Studies program. The behavior modification assignment encourages the application of research data to support changes in behavior, reflection and self-assessment among students, and the at least trial of habits that correlate to lifelong wellness. The wellness journal accomplishes similar goals and contributes to the facility of students in Liberal Studies Outcome #1 as well.

**RECOMMENDATIONS:**

- Ensure that students have completed the C4 category prior to the start of their junior year. In this way, students can maintain habits introduced in C4 while taking advantage of the campus resources related to wellness for their remaining two years.
- Provide additional support for Health and Wellness C4 instructors and departments that teach in C4. In particular, additional faculty are needed to reduce class size.

3. What can we do to strengthen the correlation between what we deliver and how well students learn?

**Recommendation:**

- With the loss of the graduate program in Health and PE and the rising numbers in these courses, faculty and students are at a disadvantage in being able to maximize instruction related to wellness. Earlier recommendations for increased graduate student teaching assistant positions had been one strategy to divide large classes to maximize physical wellness and activity and more personal instruction in terms of health, personal assessment, and stress management. With graduate teaching assistants no longer a possibility, the 2 additional faculty are not adequate to complete what C4 instructors had advocated in 2006. The assessment team suggests not only a return to smaller class sizes in order to deliver what Liberal Studies demands but even a lower faculty to student ratio in these courses to allow students to take advantage of WCU's expanded opportunities for wellness.

- Consider opportunities and provide resources to create learning communities, linked classes, or even team-taught classes that would link C4 Liberal Studies goals with the goals of other Liberal Studies categories such as C5 (a link between an Environmental Science course for example and a HEAL 123 course that emphasizes hiking, or an ENG 101 or 202 course that uses nature writing or environmental writing or fiction with a C4 course).
- Provide specific expertise from Service Learning that links Liberal Studies courses in other categories with C4 courses to have students from multiple academic perspectives participate in activities that demonstrate the deep connections between Liberal Studies courses. For example, students taking a ULP in the History of American Education and C4 might participate in a service learning project that involves a 5K fundraiser for a local school.

## B. RECOMMENDATION FOR CHANGES TO LIBERAL STUDIES ASSESSMENT

### 1. Are we delivering what we say we do?

Syllabi, student assignments, and conversations with faculty are the only artifacts available to reviewers to assess what is delivered in the classroom. Although syllabi are intended to provide a minimal guarantee of the expectations for a course, the Assessment Team recognizes that what goes on in the classroom cannot be reflected entirely in a syllabus. The Liberal Studies Program document indicates that “[a]ssessment must make use of multiple methods of collecting both qualitative and quantitative data, such as focus-group discussions; review of syllabi, exams, other course documents; student portfolios; and participant and peer observations (p. 17).” Members of the C4 Assessment Team did have a series of conversations with faculty and staff involved in delivering C4 learning opportunities. These conversations were invaluable as they let us ask specific questions to knowledgeable faculty and staff.

#### **Recommendation:**

- The assessment teams should list in the report faculty and staff consulted from the academic areas or programs in the writing of the assessment report. This will reflect what the assessment teams are already doing without adding additional work to faculty and assessment team members.
- At least once during the assessment process, have a member of the assessment team meet with a department head or program coordinator to get some summary data about Liberal Studies in C4 and to answer any questions that the assessment team might have raised.

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## 2. Are students learning what we want them to?

Liberal Studies Assessment Rubrics used in this assessment (see Appendix A) were developed in the 2014-2015 academic year and were very valuable in assessing the level of achievement of the Liberal Studies Outcomes our students have attained by the time they finish C4 requirement. Through the process of scoring student artifacts, some samples were more challenging to assess, and the Assessment Team has recommendations to strengthen this process.

- If the assignment involves a class presentation, the artifacts should include student notes for presentation or videos of the student presentation and not just, for example, the Powerpoint slides and bibliography.
- The assessment team liked the various assignments, but the unevenness of the distribution of artifacts that looked at Learning Outcome 5 (62) versus Learning Outcome 1 (6), means that our assessment of Learning Outcome 1 is not as meaningful as Outcome 5. We recommend that if a Learning Outcome selected for an assignment is not selected for a substantial portion of the artifacts that that Learning Outcome and those artifacts be exempt from the Assessment process.
- The rubric for Learning Outcome #5 needs modification. The rubric could be changed to differentiate between exemplary and achieving to reflect critical thinking, to more accurately reflect the realities of a semester course. What is the difference between refined and just a basic ability? Documentation of research or quality of student reflection could supplant the language of long-term commitment to behavior change. Currently, exemplary goes beyond the modes of the assignment as it suggests a longer term outcome that a semester course could assess. Perhaps the rubric could be revised to have Exemplary demonstrate a higher order of critical thinking and use of supporting evidence and research to undergird student's self-reflection or findings.

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### What can we do to strengthen the correlation between what we deliver and how well students learn?

At the moment, the Assessment Team has no recommendations regarding the Liberal Studies Assessment itself that will strengthen the correlation between what we deliver and how well our students learn.

### How can we improve Liberal Studies Assessment Process, in general?

The recommendations made in this section are based on in-depth assessment committee discussions about balancing objectivity (non-biased assessment) and providing thorough evaluations.

- The student numbers need to be provided the faculty at the onset of the third week of classes, after formal drop/add period is ended. At that time, there also need to be at least 2 alternative 92 numbers provided to faculty to guide their collection of artifacts to compensate for late withdrawals.
- Faculty should be informed prior to the semester of collection and asked to designate an assignment at the beginning of the semester with their selected Learning Outcome. This will allow for additional artifacts to be assigned if a certain Learning Outcome does not have a significant number of participants.
- Syllabi should be collected at the beginning of the semester as well to avoid the assessment team not having necessary syllabi during the report writing process.
- In our case, the composite assessment of the data by the Office of Institutional Planning did not correlate with our data. The data used in this report were compiled by our team and double checked by each individual in the assessment team.



APPENDIX A: LIBERAL STUDIES ASSESSMENT RUBRICS USED IN THIS ASSESSMENT

**Liberal Studies Rubrics:** Liberal Studies Outcomes Rubrics for assessing the level at which students achieve the Liberal Studies outcomes have been developed on the basis of the Liberal Studies Outcomes. Because of the multiple factors that appear in some of the outcomes, they have been divided when necessary into separate rubrics in order to create rational and useful means for assessing student work; see the Liberal Studies Assessment Rubrics Document.

1				
Demonstrate the ability to locate, analyze, synthesize, and evaluate information				
No Score	Emerging	Developing	Achieving	Exemplary
A score of X designates irrelevancy of the category to the assignment, or folders and/or content cannot be viewed or assessed.	Student demonstrates some level of deficiency in most if not all of the skills, lacking the ability to locate, analyze, synthesize, and/or evaluate information adequately.	Student demonstrates some ability to locate, analyze, synthesize, and/or evaluate information adequately, but is deficient in one or two of the skills required.	Student demonstrates the ability to locate, analyze, synthesize, and evaluate information adequately.	Student demonstrates refined skill in locating, analyzing, synthesizing and evaluating information in clear, thoughtful, and precise ways that exceed expectations.
X	1	2	3	4

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Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being

No Score	Emerging	Developing	Achieving	Exemplary
A score of X designates irrelevancy of the category to the assignment, or folders and/or content cannot be viewed or assessed.	Student does not demonstrate the ability to recognize behaviors and/or define choices that affect lifelong well-being.	Student demonstrates an ability to recognize behaviors and define choices abstractly, but cannot connect them to personal behavior.	Student demonstrates ability to recognize behaviors and define choices that affect lifelong well-being, and articulates a clear commitment to personal implementation.	Student demonstrates a refined ability to recognize behaviors and define choices that affect lifelong well-being and articulates an evidently realized commitment to them in clear, thoughtful, and precise ways that exceed expectations.

## APPENDIX B: INSTRUCTOR COURSE OBJECTIVES

### Sample Course Objectives

#### **HSCC 101**

##### ***Course Objectives:***

Upon completion of HSCC 101 the student will be able to:

1. Students know health and wellness beliefs.
2. Students value health and wellness beliefs.
3. Students understand the role of physical fitness in lifelong wellness.
4. Students participate in an integrated fitness activity.
5. Students make thoughtful and voluntary behavioral changes that will promote lifelong health.
6. Students understand the important contribution of leisure activity to the overall balance of lifelong health.
7. Students know the role of stress and stress management to the overall balance of lifelong health.
8. Students recognize the role of obsessive or addictive behaviors to lifelong health.
9. Students understand the role of healthy interpersonal relationships to lifelong health.
10. Students understand the implications of health and wellness decisions on lifelong health.

#### **Health 123**

##### ***By the end of this course, students will***

- identify and explain the dimensions of health and how they relate to total wellness.
  - evaluate their current personal state of health, fitness, and wellness.
  - learn about health and wellness beliefs and value their importance.
  - gain an understanding of the risk factors associated with cardiovascular disease.
  - identify personal stressors, how to manage them, and understand the physiological effects of stress.
  - gain an understanding of the components of physical fitness and the benefits of exercise for lifelong wellness.
  - participate in fitness related activities, and gain an understanding of heart rate & intensity levels, proper stretching, and life-long fitness goals.
  - gain an understanding of basic nutritional concepts, the benefits of healthy eating, effective weight management, and concerns about the growing obesity problem in the US.
  - identify STD's, understand how they are transmitted, treated, and prevented.
  - Recognize the role of obsessive or addictive behaviors to lifelong health.
  - understand the physiological effects of alcohol consumption, how it is processed in our bodies, the difference between men & women, and the negative consequences of alcohol abuse.
  - identify the health effects of smoking, health problems associated with smoking, and methods of quitting.
  - develop, implement, and evaluate a behavior change project of my choosing that will promote lifelong health.
  - understand the role of healthy interpersonal relationships to lifelong health.
  - understand the implications of health and wellness decisions on lifelong health.
- understand the important contribution of leisure activity to the overall balance of lifelong health

**HEAL 111 Objectives:** *During the course of the semester, the student will have the opportunity to...*

1. Understand the nature and physiology of stress.
2. Understand the relationship of stress to heart disease, high blood pressure, the immune system, and digestive disorders.
3. Complete stress self - assessment instruments and identify individual strengths and weaknesses.
4. Demonstrate an understanding of past and current events and their contribution to stressful behaviors both negative and positive in nature.
5. Create and implement plans to cope with or change individual stressors.
6. Identify and practice coping strategies for stress management.
7. Practice relaxation techniques for stress management including physical fitness activities.
8. Engage in critical thinking activities through journal writing and discussion with class members regarding health and wellness beliefs regarding stress.
9. Explore and develop individual strengths and creativity.
10. Understand the role of healthy interpersonal relationships to health.
11. Identify behaviors and implement positive choices that affect lifelong wellbeing.
12. Identify health care services that are available and practice skills associated with the effective use of these health services.
13. Understand the interconnectedness of health issues to politics and societal conditions.