

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

HEALTH EDUCATION

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
HLED G100	x	x	x	x
HLED G107	x	x	x	x
HLED G135	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
HLED G100	3	3 out of 3	Fully Assessed	↑ Spring 2019
HLED G107	3	3 out of 3	Fully Assessed	↑ Spring 2019
HLED G135	5	5 out of 5	Fully Assessed	↑ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
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DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HLED G100	cSLO 1	Fall 2015	While 103 out of 140 (73%) of the students were able to demonstrate their understanding of this SLO on our corresponding exam I am always disappointed that the numbers aren't higher. In addition, and what is not noted in the above numbers is many of the students seemed to struggle with interpreting the results of the LCU worksheet. Why, I am not sure. And though most can identify on a test, the correct answer, applying it in their daily lives is a bigger question and concern.
HLED G100	cSLO 1	Fall 2016	At the start of each class students were guided through a chapter reading related specifically to stress. The materials covered multiple aspects of stress, such as the effects it has on our health, the cases of stress and then stress management techniques. Upon completion of the reading students were prompted to write about the reading, how they related to it and techniques they had learned that could help them in times of stress. I believe the success rate was so high with the students that participated in the assignment because it is relatable and something that many

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			students voiced they are constantly working on managing. The conversations were polite and handled with respect.
HLED G100	cSLO 1	Fall 2017	The percentage of students that successfully met this cSLO was about 78%. While I would like to see that percentage higher there were a number of students that failed to complete the assignment that was being used to assess this cSLO. Stress management techniques and application of those is a topic of passion with my recent classes so I would like to see a high success rate with this cSLO.
HLED G100	cSLO 1	Spring 2018	This particular cSLO is something that I continued to enjoy seeing the results of. So many college students are under such stress and they are always passionate about the discussions and assignments that are tied to this portion of the course. 83% of the students assessed demonstrated an understanding and an ability to articulate stress management techniques and how they can be applied to everyday life. This is an increase from previous semesters and I believe that the type of assessment played a roll. The 17% that didn't meet the necessary skill did not complete the assignment.
HLED G100	cSLO 2	Fall 2015	This written assignment asked students to review a website that was geared towards parents. The students were greatly impressed with the application that was found in the web review.
HLED G100	cSLO 2	Fall 2016	35% of the students averaged a grade of A on the three exams while 63% of the students were at a grade of B or higher and 88% of the students were at the C or higher grade. While I am pleased with the overall success rate of the above mentioned assessment, the group of students in the bottom percentage of the class always troubles me and I always try to offer suggestions that I believe will certainly help them do better but few ever take advantage of them.
HLED G100	cSLO 2	Spring 2017	The data shows that the students are meeting the SLO stated above as all of the students passed the class. That being said the average grade was lower than than it should of been so continual evaluation of the materials and curriculum are ongoing.
HLED G100	cSLO 2	Spring 2017	Of the 175 students that were assessed 152 were successful with cSLO 2. Students were directed to a website and asked to navigate the site looking at certain criteria. Upon reviewing and evaluating the content on the site they were then asked to complete a written evaluation discussing all the different criteria. This spring these students were passionate about learning how to better themselves and took the assignment very personally which I believe aided in its success. In the future, I would like to see if the same results are fostered with a TED Talk. I am curious to see how students would respond.
HLED G100	cSLO 2	Spring 2017	This SLO is broad in scope and includes and hammers home the mantra is use often: Daily choices become a week of choices that becomes a month of choices that become a year of choices and before you know it a decade of choices has gone by and if we're not careful a lifetime. Although lectures, a few videos, a guest speaker, quizzes and 4 exams were used to measure their book knowledge, the only true measuring stick is Father time.
HLED G100	cSLO 3	Spring 2016	97% of the students successfully completed the assignment that asked them to evaluate a popular cooking website and see how it tied information to well rounded nutrition and the MyPlate plan.
HLED G100	cSLO 3	Spring 2016	Well, at first glance the number of students who satisfactorily completed the assessment was 86% which is really high. However, the breakdown of the letter grades was disappointing. A's = 12, B's = 19, C's = 23, D's = 8 and F's = 2. With significantly smaller classes this semester I was pretty certain the scores (and letter grades) would be higher than they have been in the past with much larger classes. This didn't prove to be the case.
HLED G107	cSLO 1	Fall 2015	About 1/3 of the students did not complete the assignment (26) or effectively failed the assignment (1 – due to a lack of citations for much of the included information).

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			Most of those that did not complete the assignment have not completed many other assignments as well.
HLED G107	cSLO 1	Spring 2016	About 1/3 of the students did not complete the assignment (24). Thirteen students did not earn full credit simply because they did not complete all of the postings, however, the content was sufficient to cover the SLO in question. Most of those that did not complete the assignment did not finish the course.
HLED G107	cSLO 1	Spring 2017	For this semester, 35/54 students successfully completed the assignment with a grade of 75% or higher. The 19 students who did not successfully complete the assignment also did not submit an assignment. I believe I have done as much as I can to motivate the students to turn in a written assignment within the last 1/3 of the semester, but it is possible that I could make the written assignments worth more points so that the students are forced to complete them if they want to pass the course.
HLED G107	cSLO 2	Fall 2016	79 of the 91 students evaluated correctly answered four of the four questions asked on the exam related to the FST evaluation. 86% 8 of the 91 students evaluated correctly answered two or more of the four questions asked on the exam related to the FST evaluation. 8% 4 of the 91 students evaluated correctly answered none of the four questions asked on the exam related to the FST evaluation
HLED G107	cSLO 2	Spring 2017	46 of 52 students were successful with identifying successful steps during a Field Sobriety Test 51 of 52 students indicated a measured success of 3 or better on the grading rubric.
HLED G107	cSLO 3	Spring 2017	96% of the students accessed indicate that they had great improvement in this SLO or had Mastered the skill. This was also backed up by data from the Final exam where 80% of the entire class (83 students) answered 4 questions related to this SLO correctly.
HLED G107	cSLO 3	Spring 2017	The successful students embraced the process of learning the 5 Schedules of Government Drug Classification. The Five schedules are the foundations of the Criminal Justice Drug Enforcement Policy in the United States.
HLED G107	cSLO 3	Fall 2017	Students we successful in gaining knowledge of the DEA's 5 Schedules of Classification of Drugs. This information was used to analyze and interpret drug control policy. The successful student is also able to use this information to understand addiction and rehabilitation.
HLED G107	cSLO 3	Spring 2018	The students are achieving success at an acceptable level. The successful student is able to identify the 5 classifications of controlled substances.
HLED G135	cSLO 1	Fall 2015	This was a successful assessment for those students that participated in the assignment. Of the 86 students that completed the assignment, all 86 had satisfactory results.
HLED G135	cSLO 1	Spring 2017	There was an 89% success rate for the students in this class achieving the SLO. As an educator the ultimate goal is 100% success. That being said the success rate fell from 100% to 89% due to student attendance.
HLED G135	cSLO 2	Fall 2016	Students were given an assignment that asked them to research different popular diets. Looking at the industry with an open eye they were asked to compare and contrast the diets, the influence they have on the consumer and the controversy (if any) that comes along with them. Of the students who completed the assignment, all did successfully. Students were given specific details to research but provided the flexibility of searching the topic they wanted. Given the nature of online classes students were ready and willing to research the area that was of interest to them and you could see through the submissions the passion the student did or did not have for the assignment.
HLED G135	cSLO 3	Spring 2018	The results of this particular SLO are successful but still leaves room for growth. While it was a 77% success rate within the assessment was positive, the 23% who didn't meet the acceptable level either didn't complete the assignment in full or at all and I would to determine if another form of assessment would have yielded similar results.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
HLED G135	cSLO 4	Spring 2017	There were 115 students who successfully completed the assignment assessing this particular SLO. Of the 131 students assessed 16 did not complete the assignment. Students were asked to download an app (of their choice) to log intake and output over a period of time. Many students were already logging their activity and felt one step ahead. Because the assignment was more about the information the app provided and less about the "good or bad" choices they were making there was a willingness to complete the assignment.
HLED G135	cSLO 4	Fall 2017	The students from both sections of HLED 135 were evaluated on an written assignment that provided the students the opportunity to evaluate their dietary choices. They were asked to use an app or website of their choice to track their intake over a period of time. The focus of the assignment is more about modern technology and health but what students learn are the tools that they can use (if they want) to make sure they are meeting their nutrient needs.
HLED G135	cSLO 5	Spring 2016	Students were asked to research and experiment with an app or web based option for logging food for 3 days. Creating an assignment that allowed students to discover new technology added a twist that made the interactive nature of the assignment more exciting. There was a 86% success rate with the assessment of this SLO with 7% of students evaluated not completing the entire assignment. While many students enjoyed the assignment, many did not enjoy the nature of having to research an app or website that would allow them to log their intake and output over the course of a few days.
HLED G135	cSLO 5	Spring 2016	For the Spring 2016, 83% of students demonstrated a great deal of knowledge related to the assessed SLO. I believe that this is an acceptable percentage of students however, there is clearly room from growth. Through this assessment it shows me that 17% of the students were not able to complete the assignment successfully. There are factors that play into the influence of the results. Students must complete a profile on the internet and generate pdf reports from the supertracker website. Technology limitations could have affected the outcome of their success with this assignment. In comparison to Fall 2015, the statistical outcome of this SLO is an improvement. This assessment process has shown me that more detailed changes to the student instructions need to be made. However, since there is still room for advancement, I will continue to strive for student learning improvement. I believe that the results to this assessment indicate that student learning growth has occurred but further improvement can still be made
HLED G135	cSLO 5	Fall 2016	For the Fall 2016, 84% of students demonstrated a great deal of knowledge related to the assessed SLO. I believe that this is an acceptable percentage of students however, there is clearly room from growth. Through this assessment it shows me that 16% of the students were not able to complete the assignment successfully. There are factors that play into the influence of the results. Students must complete a profile on the iProfile software through the WileyPlus Learning Space and then generate pdf reports. Technology limitations could have affected the outcome of their success with this assignment. In comparison to Spring 2016, the statistical outcome of this SLO is an improvement. This assessment process has shown me that more detailed changes to the student instructions need to be made. However, since there is still room for advancement, I will continue to strive for student learning improvement. I believe that the results to this assessment indicate that student learning growth has occurred but further improvement can still be made

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HLED G100	cSLO 1	Fall 2015	I'm not really sure at this point. 73% of the students passed the exam with a C grade or better. 53% received a grade of B or better. These numbers are decent but as I mentioned above, I am always bothered with the number of students (27% in this case) who struggle. Even though I have attempted to message the directions for the LCU worksheet over the years in order to make them easier to understand there are still too many students who struggle with it so I will continue to look at clarifying or find another activity.
HLED G100	cSLO 1	Fall 2016	In a future semester, I'd like to see if students might be able to work with our health center on campus to create something for students in need of stress management guidance. The level of stress that exists on a college campus is unbelievable and the impact it has on our students at GWC is just as visible. Providing students with another resource could be incredibly valuable.
HLED G100	cSLO 1	Fall 2017	For future semesters I would like to try to create a survey and or information quiz that would provide students with information and resources that are available to them. I would be curious if the success rate would be high when trying that as a different assessment option.
HLED G100	cSLO 1	Spring 2018	Providing students with a different method of evaluation on this particular SLO showed positive success. The assignment was more streamlined than it has been in the past and it was less about them and more about stress and tools that can be used to navigate those stressors. I think I would like to see if there is a positive growth in the success if a similar type of assessment is used to evaluate a different cSLO.
HLED G100	cSLO 2	Fall 2015	The website students visited was created for expectant families and provides information from all aspects of life. While many students felt this might not apply to them (because they aren't parents) they were openly surprised to find there was a plethora of content and information. I think this is an assignment that had a positive impact of students and presented information in a new way that allowed them to be reflective about their personal choices and how that directly impacts their overall health.
HLED G100	cSLO 2	Fall 2016	I sincerely believe personal cell phones in class are a huge distraction. The addictive pull of needing to continue all their "business" while class is in session seems to getting worse each semester. However, I also think that I am contributing to the student's lack of focus and or attention by putting all my lectures on blackboard. The students feel "safe", knowing the all the information I just covered will be at their fingertips later. As of now I'm not sure of my future plan
HLED G100	cSLO 2	Spring 2017	Continual evaluation of the curriculum and instructional strategies will be used to increase the growth and engagement of the students.
HLED G100	cSLO 2	Spring 2017	Planning for additional avenues of assessing how students relate to their own life is the next step. The success in the assessment was strongly related to how current the information from the website provided to them was. In future semesters I would like to see if the same success comes from viewing a TED Talk, Podcast or a recent documentary.
HLED G100	cSLO 2	Spring 2017	None at this time but hopefully after some R & R over the summer some new ideas will emerge.
HLED G100	cSLO 3	Spring 2016	After evaluating my classes this semester, I realized that the SLO is too specific for this class and may need to be reevaluated for future semesters.
HLED G100	cSLO 3	Spring 2016	I'm not really sure. I am not a stand in one place type of instructor. I move around the room continually and have personal stories that I offer with almost every subject area we discuss. I attempt to draw the students in with these personal stories along with

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			basic / general questions to the students who are in attendance. But, I have been disappointed in the engagement of the students for a few semesters now. There are however always three or four that are totally in the moment and make enjoyable but overall, I find the majority of the students distracted by their phones and with a general lack of motivation. What could be better than a class that discusses things we do every day? Everything we cover pertains to our lives one way or another and yet...
HLED G107	cSLO 1	Fall 2015	None needed. The assignment was completed successfully.
HLED G107	cSLO 1	Spring 2016	None needed. The assignment was completed successfully by those students who finished out the course.
HLED G107	cSLO 1	Spring 2017	I believe this SLO is assessed adequately, and for those students who actually turn the assignment in, they are successful. This course is entirely online, and I believe this semester I did better to maintain communication with the students through weekly course emails and interaction, which led to a higher portion of the students even turning in the assignment compared with past semesters. The next step would be to make the assignment worth more points so that students are more motivated to turn it in later in the semester.
HLED G107	cSLO 2	Fall 2016	We achieved good results for this class and the established Student Learning Outcomes. No further action appears to be required at this time.
HLED G107	cSLO 2	Spring 2017	We achieved good results for this class and the established Student Learning Outcomes. No further action appears to be required at this time.
HLED G107	cSLO 3	Spring 2017	This SLO is a big part of this course. In the next semester I plan to not only monitor this SLO but w/i move on to "Describing the accountability of using drugs."
HLED G107	cSLO 3	Spring 2017	Moving forward it is important to weave the narrative that drugs are a very integrated part of our society and this is a subject that promotes tremendous critical thinking. Critical discussion will be based on the regulation of certain drugs and legality of other "controlled substances".
HLED G107	cSLO 3	Fall 2017	Moving forward it is important to weave the narrative that drugs are a very integrated part of our society and this is a subject that promotes tremendous critical thinking. Critical discussion will be based on the regulation of certain drugs and legality of other "controlled substances".
HLED G107	cSLO 3	Spring 2018	The students demonstrate knowledge of the 5 Schedule through quizzes, tests and discussion postings.
HLED G135	cSLO 1	Fall 2015	The assignment used to assess this SLO asked students to visit the Academy of Nutrition and Dietetics website. This assignment helped elaborate more on the content we had covered from the text about the basic principles of nutrition. Several students took advantage of the resources and looked further into how nutrition and dietetics guides the function of health and wellness.
HLED G135	cSLO 1	Spring 2017	Outside of student attendance, the students were successful in achieving the SLO at an acceptable rate.
HLED G135	cSLO 2	Fall 2016	In the future I'd like to create an assignment that is a multi step project that provides students the opportunity to research beyond the surface level and really look at comparing two consumer popular diets side by side.
HLED G135	cSLO 3	Spring 2018	As stated in the data evaluation, I would like to determine if another form of assessment would provide similar results. I would also like to discuss with other faculty who teach the class to see what they have done to assess this particular cSLO. Lastly, I believe it is an cSLO that should be rewritten to assess these topics in addition to others covered within the course.
HLED G135	cSLO 4	Spring 2017	With the increasing number of publishers that are creating their own platform for evaluating dietary choices. In the future, I'd like to have students compare a publisher created program with that of an app. and then evaluate which they would rather use as a consumer.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
HLED G135	cSLO 4	Fall 2017	I have found that students either enjoy or dread the assignment. I would like to recreate the assignment to provide an option to evaluate themselves using the app or to use the app for a fictions person and then evaluate that data.
HLED G135	cSLO 5	Spring 2016	In future semesters I would like to Incorporate the textbook software. I think it would help future students work with a standard baseline for logging.
HLED G135	cSLO 5	Spring 2016	For the summer 2016 section of this course, I will schedule tutorial time during the class period to instruct the students on how to use the website and to complete the assignment using the website. In future semesters, I may consider scheduling a tutorial session with the computer lab in the LRC.
HLED G135	cSLO 5	Fall 2016	In the future semesters, I will integrate more in-class instruction on the step-wise process and use of the iProfile software and encourage students to meet with me during office hours for individualized assistance.