Course Assessment in a Box, HEALTH 150 / WS 150

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

HEALTH 150 – WOMEN’S HEALTH ISSUES

2. List all the Course SLOs from the Course Outline of Record:

1. Analyze the historical and political dimensions of Women’s Health and the Women’s Health Movement since the early nineteenth century.
2. Assess and discuss global economic differences and the effect on mental, physical and social health
3. Evaluate the ways in which cultural values, stereotypes and socialization define or influence behaviors that affect health.
4. **Identify aspects of disease prevention through proper nutrition, exercise and fitness, weight maintenance, stress reduction and lifestyle factors.**
5. Develop strategies for coping with life’s daily stresses and improving mental health in general.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

Lottie Bain and I are the only two instructors for this course. We have discussed the course SLOs and determined that they are all pertinent. We have been working on developing an assessment for SLO #2 but have had no success on creating a question that adequately reflects student knowledge and understanding on the topic of global economic differences and how it affects health. We will continue this semester to beta test possible questions in our classes. Continued discussion and development needed.

4. List the SLO(s) you are assessing in this particular instance:

#4 - Identify aspects of disease prevention through proper nutrition, exercise and fitness, weight maintenance, stress reduction and lifestyle factors.

5. Describe the assessment strategy or tool that addresses the SLO(s):

**Final Essay Question**

Throughout the semester, we have discussed **lifestyle choices** and the affect they have on your **health** and **quality of life**.

1. As a result of what you have learned, how have you taken **responsibility for your health**?
2. Describe your personal wellness plan.

- Give at least one specific example of how you have incorporated healthy lifestyle choices into your daily life with respect to the following habits:
  - nutrition,
• physical activity,
• stress management,
• weight maintenance,
• smoking and alcohol intake
• and other lifestyle habits.

- Explain the benefits of the choices you have made and how they will affect your health and well-being in the future.

3. Explain how your personal wellness plan described above addresses the physical, mental, spiritual and social dimensions of health and wellness.

Grading Rubric - Final Essay – 30 points possible

<table>
<thead>
<tr>
<th>Aspects of Disease Prevention</th>
<th>(indicated in parentheses)</th>
<th>(indicated in parentheses)</th>
<th>(indicated in parentheses)</th>
<th>0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Wellness Plan</td>
<td>Five lifestyle habits are addressed AND specific and appropriate for identified factors. (10)</td>
<td>At least three habits are addressed with changes that apply to identified factors OR more than three habits are identified by lifestyle habits but are not specific or applicable. (5-9-)</td>
<td>At least one habit is addressed with changes that apply to identified factors OR more than two habits are identified by lifestyle habits but are not specific or applicable. (1-4)</td>
<td>Not addressed</td>
</tr>
</tbody>
</table>

Scoring: **one point per identified factor that is associated with the appropriate lifestyle change**

| Benefits of Lifestyle habits | Future health benefits for all five habits are addressed AND specific and appropriate for identified factors; OR more than three habits are addressed but they are not specific or applicable for identified factor. (10) | At least three habits are addressed AND specific and appropriate for identified factors; OR more than three habits are addressed but they are not specific or applicable for identified factor. (5-9) | At least one habit is addressed AND specific and appropriate for identified factors; OR more than one habit is addressed but they are not specific or applicable for identified factor. (1-4) | Not addressed |

Scoring: **One point per identified benefit appropriate for stated habit.**

| Physical, Mental, Social and Spiritual Dimensions of Health | Addresses all four dimensions with specific and appropriate rationale; points are valid and clear (8) | Addresses two to three dimensions with specific and appropriate rationale OR addresses all four but rationale is incorrect; points are mostly valid and clear (5-7) | Addresses one dimension with specific and appropriate rationale OR addresses more than one but rationale is incorrect; not clear what student is trying to say (1-4) | Not addressed or examples are not representative of this factor (0) |

| Overall | Demonstrates excellent understanding of the relationship between lifestyle habits and the risk of disease. AND takes personal responsibility for health and wellness and the choices one makes. (2) | Demonstrates a partial understanding of the relationship between lifestyle habits and the risk of disease. OR does not take personal responsibility for health and wellness choices() | Lacks an understanding of the relationship between lifestyle habits and the risk of disease. |

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Understanding lifestyle habits and the respective effect on lifelong health, quality of life and longevity are a critical aspect of this course. This question evaluates the student’s ability to identify habits that are health promoting and those which promote disease. Students are asked to take a critical look at their personal habits, identify those which are beneficial and change those which are detrimental in an effort to personalize and internalize health and wellness concepts and behaviors – theory into practice.

Additional Note: This question also acts as an assessment of the Program SLO for GE Area V B.
7. By looking holistically at the results from all students, describe your findings:

Three sections of Women’s Health were assessed. A total of 73 students answered the final essay question identified above. 71% of students across the board scored at or above the 90th percentile. 83% of students scored at or above the 70%. 9% of students scored 50% or less. These results are consistent with the results from fall 2012. The biggest change was in the number of students who chose not to complete the essay. In fall 2012, 7% of students opted out of the essay. It is impossible to determine if this was due to a lack of understanding, motivation or time. In an attempt to counteract the “time” aspect, the essay was given to the students one week earlier in spring 2013. This resulted in a decrease in the number of non-submissions from 7% down to only 3%. This practice will continue when this type of final essay is given. Overall, results indicate strongly that students are understanding the content and able to apply the theory to practice.

8. Describe faculty dialogue (if any) involved in the assessment process:

The faculty dialogue has centered around the faculty time required for grading these essays. It is often difficult to decipher what students are trying to convey and whether their lack of comprehension is due more to a lack of communication in English or a true lack of understanding. Reading 30+ essays in addition to grading the final exam is very labor intensity. We have begun the discussion of a culminating project that requires the synthesis of all they have learned into positive health benefits. The discussion has only begun and will be continued fall 2013 until a capstone project can be agreed upon.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

As indicated above, development of a capstone project is being considered.

10. After the improvements are implemented, describe the results:

No improvements implemented for spring or fall 2013. Anticipate changes in spring 2014.