**Health & Physical Education – Transfer to SOU – Associate of Science (AS)**

**Program Outcome Report 2020-21**

**I. General information**

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| **Date report submitted** | April 21, 2021 |
| **Program faculty who contributed to this report** | Vanessa Newman |
| **Program outcome** | PLO #2 Describe the correlations between nutrition, healthy living and the human body. |
| **Course(s) that formally assesses this program outcome** (at its highest level, see program outcome curriculum map and plan) | HPE 295 |
| **Number of students assessed for this program outcome** | 28 |
| **Quarter students were assessed** (e.g., fall 2019) | Winter 2021 |

**II. Assessment of indicators for the program outcome (add more rows if necessary)**

| **Indicators** (taken from rubric) Students will be able to… | List the most significant **teaching and learning activities** used by faculty to facilitate the learning of each indicator in their class(es) | List the **graded assignment(s) that formally assesses** each indicator at its highest level | **Performance expectations:** Identify the percentage range for each level of performanceby replacing the “xx’s” below | **Average score for the indicator (%)** | **How well did the students perform?** |
| --- | --- | --- | --- | --- | --- |
| Describe the correlations between nutrition, stress, exercise, healthy living and the human body. | Readings, Critical Thinking discussions | Dysbiosis report | Below expected levels: 0 – 69 %  At expected levels: 70 – 79 %  Above expected levels: 80 – 100 |  | below expected levels  at expected levels  above expected levels |
| Analyze the personal effects of diet, stress and exercise on healthy living and life expectancy. Evaluate his/her current state of general health and wellness, risk and personal safety and make progress toward a healthy lifestyle. | Discussions, readings, lectures, zoom meetings | SMART Goals logs and readings | Below expected levels: 0 – 69 %  At expected levels: 70 – 79 %  Above expected levels: 80 – 100 |  | below expected levels  at expected levels  above expected levels |

| **Indirect Evidence** | **Describe the Indirect Evidence**  **(Signs students are probably learning, but the evidence of exactly what they are learning is less clear and less convincing** |
| --- | --- |
|  | I received self-initiated reports from students in the Behavior Modification Final Update assignment, emails, and course messages who reported feeling proud of what they had accomplished through SMART goal setting in this class. For example:  “I have seen myself grow mentally and physically in the past 7 weeks. I went from having an awful attitude and thinking I was going to hate this class, to learning more about myself, loving the knowledge I gained in this class, and changing habits that I was not even aware of. My new ratings are: blood pressure- still prehypertensive, body mass- overweight instead of obese, plank- ideal, and wall-sit and cooper test- increased to average. I saw many of the indicators that we did in the beginning change and I became healthier than when I first started this class. I think that watching the weight of our nation documentaries as hard as it was helped me to realize that I don't want to end up like a lot of people in this country. This class helped me to come to terms with the changes that I need to make. I believe my plans to sleep with no electronics in my bed and to workout at least four times a week helped me to work toward a healthier me.”  From another student:  “I did see improvement and change over the last 10 weeks. I have a lower resting heart rate compared to when I began. I can hold a plank and wall sit for longer. I significantly improved on the 12-minute Cooper test. I have been doing more yoga to improve my flexibility. I also improved my eating habits. I added more fiber to my diet in the form of oats for breakfast and have been making a conscious effort to drink more water. Overall, I find myself feeling healthier, more energetic, and in a better mood through the day when I am able to some form of physical activity. It has also had a positive impact on my ability to focus and concentrate…”  Another student wrote:  “ I saw significant change in my weight over the last 7 weeks. I have lost a total of 8 pounds, which isn't 10 like my goal stated but I'm really proud of myself for getting as close as I did…” |

**III. Overall assessment of this program outcome (please be thorough in all responses)**

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| Overall, how well did the students perform on this program outcome? (to checkmark a box, right-click on the checkbox and select ‘properties’ and ‘checked’) | below expected levels  at expected levels  above expected levels |
| Analyze assessment of indicator results in section II: What does the information in section II suggest to you about the performance expectations, the teaching strategies, and student learning? | Some students would rather skip the research paper assignment instead of try and fail, so there are confidence issues around writing and research skills that need to be addressed. |
| Next steps: Plans for reinforcing effective teaching and learning strategies and for improving student learning (clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes) | I believe that students are still intimidated by the expectation of writing research papers and perhaps more time needs to be spent at the beginning of the class explaining how to complete that assignment and introducing the students to resources like the on-line library chat. Additionally, we could have a library staff member as a guest speaker the first week of class as well. |
| Projected quarter of implementing “next steps” | Winter 2022 |
| Results of “next steps” implementation – this section is to be completed the following year (describe how the implementation of the above “next steps” impacted teaching and learning in the program) |  |
| Date the “results of ‘next steps’ implementation” section above was submitted |  |

IV. Program Learning Outcomes and Goals

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| Outline any PLO changes made this year (Additions, revisions, deletions) | None |
| Select one PLO and identify a goal to be accomplished during next school year | PLO: *Demonstrate proficient understanding of rules and etiquette for physical activities to encourage lifelong physical engagement in the wellness activity.*  The goal is to gather evidence to identify students’ demonstrable understanding of etiquette and expectations for Core and Cardio |
| Clearly outline the correlation between the PLO and above goal | Students will demonstrate appropriate etiquette and expectations for group or class Core and Cardio |
| Additional Resources necessary to accomplish this goal |  |
| Dean Feedback  ***Laura Hill 5/17/2021*** | *This report is missing the “average score for the artifacts used for assessment. A more thorough analysis of the assignment and outcomes would have been helpful and facilitated understanding as to how this measures the PLO.*  *The self-initiated student reports are a great example of how beneficial the course was and how their critical thinking and decision-making was affected.* |