

# Course Assessment– Part B: Your Results & Analysis

#181

Your Email \*

ahughes@cgcc.edu

Please select your course and name from the list. If your course or name are incorrect or missing, please contact Instructional Services.

HPE 295 – Health &amp; Fitness for Life – Andrew Hughes – Fall – 2016

## Part B: Your Results

### Directions

1. Report the outcome achievement data gathered via the assignments, tests, etc. you identified for each outcome (question 3) of your Part A. \*

100% of Students who started HPE 295 completed the Wellness questionnaire.

### Outcome #1

\*

Apply behavior change theories to assess and self reflect on health and fitness status

% of students who successfully achieved the outcome (C or above) \*

95% of students

### Outcome #2 \*

Apply and evaluate wellness concepts that promote health and fitness

% of students who successfully achieved the outcome (C or above) \*

95%

### Outcome #3 \*

Explore activity options to maintain and/or improve lifelong health and fitness

% of students who successfully achieved the outcome (C or above) \*

100%

## ANALYSIS

Clear directions and a quality Wellness assessment template.

3. What contributed to student success and/or lack of success? \*

4. Helping students to realistically self-assess and reflect on their understanding and progress encourages students to take responsibility for their own learning. Consider comparing your students' perception of their end-of-term understanding/mastery of the three outcomes (found in student evaluations) to your assessment (above) of student achievement of the three outcomes. \*

All the students who completed HPE 295 were asked to reflect on the outcomes above and set goals based on their learning from the course. All students were able to self-assess their wellness and use SMART goals to create wellness plans for the future.

5. Did student achievement of outcomes meet your expectations for successfully teaching to each outcome (question 4 from Part A) \*

Yes

6. Based on your analysis in the questions above, what course adjustments are warranted (curricular, pedagogical, student instruction, etc.)? \*

The difficulty in an online course is determining if the data students give is valid. Perhaps the use of technology to give accurate reading on fitness levels and exercise requirements would be beneficial.

7. What resources would be required to implement your recommended course adjustments (materials, training, equipment, etc.)? What Budget implications result? \* An on campus fitness facility.

---

8. Were your assessment methods accurate indicators of student learning? Why or why not? Any additional comments? \* Yes

---

(OPTIONAL) Reflect on any adjustments you made from the last assessment of this course and their effectiveness in student achievement of outcomes?

Created <b>5 Feb 2017</b> 7:49:22 PM	
PUBLIC	