

Course Assessment – Part A: Your Plan

#271

Your Email *

Please select your course & name from the drop-down menu. Contact Instructional Services if your course or name are incorrect or missing

HPE 295 – Health & Fitness for Life – 1092318 – Andrew Hughes – Winter 2018

Part A: Your Plan
[Directions](#)

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

1. Choose three of your course outcomes to assess and report on this term (these will also be used in your Student Course Evaluation survey):

Outcome #1 *

Outcome #2 *

Apply and evaluate wellness concepts that promote health and fitness

Outcome #3 *

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

Have you completed an assessment for this course prior to this term?

Yes

If yes, are you assessing different outcomes?

No

Comments:

The outcomes are from CGCC course outcomes page.

2. To which degree(s) or certificate(s) does your course map?

[Degree, Certificate, & Program Outcomes](#)

- Not Sure
- TRANSFER AND GENERAL DEGREES

Method of Assessment

Lab 1: Wellness Questionnaire

3. What methods will be used to assess individual student understanding of each of these outcomes? (Please be specific.)

This lab allows students to perform self-evaluations of their current state of wellness. Ratings are made for specific lifestyle categories and a summary is generated to reflect overall wellness. The student's written evaluation of their state of wellness provides an opportunity to describe specific parts of their lifestyle that maybe could be improved.

Outcome #1: Method to assess student understanding *

Outcome #2: Method to assess student understanding *

Students create a personal exercise and flexibility plan after reading material from the text and exploring the site EXRX.net. Students will keep weekly exercise logs and evaluate their progress based on the exercise principles gleaned from course material. Students will write a reflection paper at the end of the course evaluating their progress over the term and set new SMART goals for future wellness.

Outcome #3: Method to assess student understanding *

Students will be required to to research exercise programs and websites that can provide information on exercise routines, injury prevention and tools that will assist them in performing a consistent exercise regime.

The students will present their information in a spread sheet and submit to the course moodle.

4. How will you know if you were successful in your efforts to teach this outcome?

Students submission of the assignment that contains goals that are consistent with the SMART goal template, along with evidence of critiquing their current stage of Behavior Change.

Outcome #1: *

Outcome #2: How will you know if you were successful in your efforts to teach this outcome? *

Students submit an exercise and flexibility plan that meets the requirements of the rubric given.
Students submit a final paper that follows the requirements of template given and demonstrate the ability to set SMART goals based on their personal journey through the term.

Outcome #3: How will you know if you were successful in your efforts to teach this outcome? *

Successful completion (Rubric) of assignment.

5. Instructor Questions: Create two course specific questions to be included on the Student Course Evaluation.
Question #1

Has taking HPE 295 been beneficial in helping you to gain insight into developing a personal wellness plan?

Question #2

Was the textbook a valuable resource for this course?

Do you require the names of students who complete the course evaluation survey?
(Please note: names will be sent to instructors the Thursday before term ends)

Yes

Reminder, when completing Part B, instructors will be asked the following questions:

OK

1. Describe anything you did to support the institutional effort to support students in improving "Sources and Evidence" and/or "Organization and Presentation" for the CLO Communication

2. Describe anything you did to support the institutional effort to support students in improving "Student Position" and/or "Evaluate Potential Solutions" for the CLO Critical Thinking/Problem Solving

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