

LAC COMMITTEE

Meeting Minutes

January 25th, 2015

8:15-9:15 a.m.

378 Rod Library

ATTENDEES: Donna Vinton, Lori VanHooreweghe, Susan Roberts-Dobie, Colleen Sullivan, Deedee Heistad, Ellen Neuhaus, Kim Cline-Brown, Paul Anderson, Blake Findley, Gary Gute, Ray McGeough, Michael Klassen, Jean Neibauer

GUESTS: Doris Corbett – HPELS, Leann Saddox - HPELS, Oksana Matvienko - HPELS, David Saunders - Biology

Heistad opened meeting at 8:17 a.m. She welcomed the guests and gave a brief history of the Personal Wellness issue. Personal Wellness folks are back with a new course proposal called Dimensions of Well-Being to become a permanent part of the LAC and Personal Wellness will be phased out.

Matvienko described the new course as containing two-1-credit hour courses – 1-hr for a lecture/discussion course and a 1-hr lab course. Presently, the lecture portion has 18 different topic choices. The lab course has 30-40 sections and is skill based. The current requirement is to take both courses in the same semester. The new course proposal removes that requirement to allow for greater freedom and scheduling flexibility for students. Course goals are set and this allows for all instructors to be on the same page. New instructors receive training on how to deliver this course. Instructors have full access to this training on elearning. The course has meaningful, useful, reasonable assessment imbedded into the course. There is continuing refining of the assessment tools. Both direct and indirect assessment methods are used.

Some sections of the lab portion are taught by quality graduate students. These GAs must shadow several instructors the first semester, along with successfully completing required readings and tasks. Once teaching, the GAs are observed and assessed directly by faculty and are indirectly assessed by their students.

The direct assessment data provides them with good baseline data and assists in the refinement of future assessment tools and the assessment matrix.

Corbett stated that the department has plans to hire a 3-yr term employee to permanently coordinate the Dimensions courses.

Fee structure for the lab courses has been reduced and is deposited into a Dimensions designated account.

Faculty complete an application and a committee assigns the GAs (only of courses are 30% are teaching dimensions). GAs are reviewed one on one. Heistad said part of the Dimensions Coordinator job description should to visit all the GAs classes.

The LACC's consensus was that the Dimensions of Well-Being pilot course is going very well.

Heistad then introduced David Saunders from Biology. Biology had submitted a Form C – changes to an existing course and a Form J – Consultation. Saunders is here for the consultation with the LAC.

Saunders said the course needs to be adjusted to meet the needs of nursing students and be in in with the University of Iowa. The course also is a LAC Cat 4 course. Discussion followed on the lack of assessment of the course. Saunders said 97% of the students taking the course then are accepted into Allen or Iowa's nursing program. He said this proves that this course is doing what it set out to do.

Heistad asked how he knows the class is meeting the goals and outcomes of the LAC. Discussion followed on assessment of this course and other "majors" science courses.

Heistad gave an update on the LACC draft proposal for the BAS Core Competencies to the Faculty Senate. Following a lively, divisive conversation the proposal passed 9-5. Heistad noted her surprise that the Senate chose to vote on a draft curriculum proposal without asking the LACC to consult with other constituencies on campus.

Heistad asked for approval of the minutes of the 10/17/14, 10/31/14, 11/14/14 and 12/12/14 so that they could posted. The vote was unanimous to post the minutes.

Meeting adjourned 9:43 a.m.

Respectfully submitted,
Sue Jordan

FORM J – CONSULTATION

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objection.
- Both parties are then expected to work together to attempt to find a solution to their differences.

NOTE: Any proposed change that has an impact on Teacher Education must be reviewed by the Council on Teacher Education (use Form J-T Ed). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC. (Use Form J). For Library consultations, use Form J-L.

DATE

TO: LACC (Name of Department/College or LACC affected by proposal)

Deirdre Heistad (Name of Dept. Head, Dean or LAC Director affected by proposal)

FROM: School of HPELS (Name of Department initiating proposal)

Oksana Matvienko (DWB Coordinator) on behalf of Doris Corbett, Director, School of HPELS
(Name of Department Head initiating proposal)

RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION** (List title)

Revision to Category 1D: Replace Personal Wellness course with Dimensions of Well-Being Lecture/Discussion and Dimensions of Well-Being lab. Dimensions of Well-being is a combination of 2 one-credit hour courses: one special topic lecture/discussion and one special topic lab. This proposed change provides additional choices for students and reduces the overall credits required for the LAC by 1 credit hour.

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department/college being consulted or the LAC. The responding body should take **no more than two weeks** to reply to this consultation request during the regular academic year. **If there is no response after four weeks, the UCC/GCCC will take that as an indication that the recipient has no objection to the proposed change.**)

Signatures of Initiators:

Initiating Department Head Dr. Doris Corbett, Director, School of HPELS Date 1/14/2015

Curriculum Committee Chair Oksana Matvienko (DWB Coordinator) Date 1/14/2015

DATE

TO: _____ (Name of Department initiating proposal)

_____ (Name of Department Head initiating proposal)

FROM: _____ (Dept., College or LACC responding to proposal)

_____ (Name of Dept. Head, Dean or LAC Coordinator responding to proposal)

RE: RESPONSE TO PROPOSED CURRICULUM CHANGE

(The curriculum proposals for which consultation was initiated should be specified and the anticipated effects those changes are likely to have should be identified by the body consulted)

enter text here

Based upon departmental faculty review and any subsequent consultation with you, our department/college/LACC:

__ Does **NOT object** to the above proposal -- it **does NOT impact** us.

__ Does **NOT object** to the above proposal -- it **does impact** us.

__ **Objects** to the proposal -- it **does impact** us.

(Identify reasons for the objections and a summary of the consultation efforts to date which have **not** resolved the objections).

__ Our department/college/LACC **requests further consultation** on the above issues.

__ Our department/college/LACC does **not** believe this can be resolved with further consultation (identify reasons).

COMMENTS:

enter text here

Signature of Respondent(s):

Dept. Head, Dean or LAC Coordinator _____

Date _____

Dept. Curriculum Committee Chair _____

Date _____

Appendix A

HPELS 1059 Dimensions of Well-Being Course Descriptions

LECTURE/DISCUSSION COURSES

Wellness through Aquatics: This course provides an educational experience for students that will promote aquatic fitness concepts and its impact on health and well-being. Students will gain knowledge of fitness patterns, program design and implementation within the aquatic environment. The course is designed to provide an underlying knowledge base of the history, trends, program design, and cognitive subject matter related to fitness and well-being.

Choosing Well: Students will learn processes for decision making regarding health products such as insurance coverage, contraceptives, and generic drugs; and health services such as health care providers, cremation, and alternative medicine. Also includes analysis of marketing/media messages and web-based information.

Enjoying the Great Outdoors: This class will introduce students to new outdoor activities in both warm and cold environments to include kayaking, paddle boarding, orienteering, backpacking, cross country skiing, broomball, ice climbing, snow shoeing and others. The students should gain an appreciation for these leisure and recreational activities which should not be costly and available in the local area.

Enhancing Your Wellness through Music: This course is designed to engage students in exploring the many ways music can enhance our overall well-being. Students will be exposed to research investigating the role of music in our lives, as well as various techniques for facilitating and enhancing exercise, relaxation and stress reduction, and other connections between music and wellness. Through active listening and music appreciation students will be provided opportunities to explore the role of music in relation to their wellness goals.

Exploring Health Resources: This course will explore various wellness dimensions and their interactions. Students will be introduced to campus and community resources available to them and will participate in several health-related programs.

Fitness and You: This course provides an educational experience for students that will foster developmental change practices, understanding principals guiding behavior change and apply these to everyday life. Students will gain knowledge in specific content area.

Healthy Sexuality: A survey of the psychological, physiological, and behavioral aspects of human sexuality, with particular emphasis on healthy relationships, communication, intended pregnancy, and avoidance of STIs and HIV.

Herbalism and Health: I first learned about different healing plants when going on forest hikes with my Mother. I have a credential in this area also. There is much health information, biology/environmental science, and multicultural information to be conveyed here.

Holistic Approaches to Health: Health is a state of optimal well-being that requires balance between the physical, emotional, intellectual, spiritual, and social aspects of the person. Students will be exposed to knowledge and skills necessary to integrate these aspects in their daily life for optimal health. In addition, topics in holistic medicine will be covered with the goal of helping students become informed consumers.

Leading an Engaged Life: During this course students will learn about the three sectors in our communities, government, for-profit and nonprofit, with a focus on the role of the nonprofit sector. Students will understand the role they have had in the nonprofit sector and their future ability to lead an engaged life through organizations such as food banks, churches, schools, the Y, art centers, museums, parks, community centers, foundations, etc. Student will learn about volunteerism and how it impacts one's health and the healthiness of families and communities.

Leisure Literacy: This course provides an educational experience for students that will promote leisure and recreation literacy and its impact on health and well-being. Students will gain knowledge of personal leisure patterns, recreation and popular culture consumption, and attitudes, behaviors and dispositions towards leisure, recreation and play. The course is designed to provide an underlying knowledge base for wellness dimensions as related to leisure as a way of enhancing one's well-being and improving individual and community quality of life.

Minimizing Disease Risk: This course will focus on minimizing risk for obesity, heart disease and type 2 diabetes by optimizing exercise and nutrition behaviors.

Motivation and Well-Being: This course will focus on motivational strategies that will enhance well-being choices and behaviors. The course will involve theoretical discussion of motivational theory, as well as practical strategies that can be utilized daily for increasing motivation for well-being.

Moral Thinking through Bruce Springsteen: Drawing on the academic labor of Lawrence Kohlberg, Martin Hoffman, and John Gibbs, this course explores how the thinking/music of Bruce Springsteen can increase moral development, thus leading to an increase in various dimensions of wellness. Scores of Bruce Springsteen songs and albums parallel psychological techniques used to increase moral development such as being exposed to two or more beliefs that are contradictory, social perspective-taking by listening to moral dilemmas, gaining empathy with the distress that another person experiences, hypothetical contemplation, and meta-ethical reflection. With six dimensions of wellness outlined, this class will have an in-depth focus on how Springsteen music affects emotional, social, and spiritual wellness.

Music and Emotional Wellness: This course will explore the many ways music can be used as a tool in coping with life's situations. Through an exploration of research, theory, and application, students will investigate how music can help individuals deal with stress, pain, anxiety, and other issues that may affect well-being. Students will be asked to reflect on personal experiences and apply their new knowledge of music as a coping resource into their every-day lives.

Personal Fitness Plan Design: This course will emphasize the role of physical fitness and nutrition for the enhancement of personal fitness, nutrition, and health. The course involves the history, trends, program design, and cognitive subject matter related to personal fitness.

Personal Nutrition Philosophy: This course explores a variety of dietary trends and eating patterns that one could adopt as part of a personal nutrition plan. Students will be introduced to factors that influence food related decisions and strategies that make healthy eating easier, gain knowledge of theoretical principles guiding behavior change, and develop deeper understanding of how personal nutrition relate to other dimensions of well-being and everyday life.

Personalizing Physical Activity for Wellness: Students will be introduced to recommendations and specifics of physical activities to enhance wellness. Students will learn to plan an active lifestyle according to personal interests, capabilities, fitness level, social support, resources and barriers.

Physical Literacy for Physically Active Lifestyle: This course will explore the meaning, significance and philosophical rationale of physical literacy and apply the concept to physically active lifestyle, from infancy to old age. The term 'physical literacy' describes the motivation, confidence, physical competence, knowledge and understanding that individuals develop in order to maintain physical activity at an appropriate level throughout their life. Through the use of particular pedagogies and the adoption of new modes of thinking, physical literacy promises more realistic models of physical competence and physical activity for a wider population, offering opportunities for everyone to become active and motivated participants.

Stress and Coping: This course will focus on understanding the stress response and its relationship to our physiological systems. A variety of stressors will be explored, followed by a detailed look at enhancing our

coping skills and strategies. This course focuses on theories, methods and applications of stress and coping research.

LAB COURSES

Backpacking: Students will learn basics of backpacking as well as survival techniques, locations to go in Iowa, LEAVE no TRACE principles and a weekend trip to practice those techniques. Students gain information of trip planning, safety, first aid, cooking, and basic orienteering. Students will also take a trip for real life experience. You will be charged a fee of \$50 to enroll in this course which covers backpacks, transportation, campsite fees, etc.

Couch to 5K” Challenge: The “Couch to 5k” Challenge is designed for students of all fitness and activity levels who are interested in increasing their physical activity level through the completion of a 5 kilometer run. Running is one method of enhancing physical wellbeing, one of the six Dimensions of Wellness. Students will assess their own physical activity levels and set goals for their personal 5k regarding mode (exclusively running or running/walking) and approximate time of completion. In groups, students will train with increasing intensity to reach their 5k goal. The course will culminate with a 5k event on campus. Upon completion of the course, students will be able to identify how increasing their physical activity through running or walking can impact them intra- and inter-personally as well as connect them with their community and environment. Students will also gain an understanding of safety and proper technique while walking and running, both indoors and outdoors. Students are required to provide their own running-appropriate footwear that is in good condition for running at least twice per week. A lab fee of \$10 is required to cover the costs associated with the use of pedometers and heart rate monitors.

Ballroom Dance: Students will be introduced to the basics of ballroom dance as a lifetime social/recreational activity that may be done for wellness. Students will learn the basics of Waltz, Foxtrot, Swing, Tango, Rumba, and Cha Cha. Additionally the class will look at issues of posture, alignment, coordination, and leading and following and how these things can relate to their everyday lives. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as music, as well as upkeep of the unique flooring.

Experiential Anatomy in Dance: Through daily guided movement investigations in the studio, students will explore the architecture and mechanics of the body. Each day in this class, movement assignments will help the student reveal the way action comes about in his or her body. Firsthand experience with bony and muscular structures uncover the movement potential of the body with the goal of opening awareness to the ways in which our bodies are both where we live and who we are. This movement research (called Experiential Anatomy) is used regularly in university dance programs to help dancers and actors find clear intention and efficient muscular support in their movement, but no experience in those fields is required to take this course or to find benefit from the practice. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment and supplies such as music, mats, blocks, etc., as well as upkeep and taping of the unique flooring.

Fencing: Students will be introduced to the sport of fencing. Introductory and intermediate level foil skills will include legwork and blade work. Students will participate in recreational and competitive bouts. All equipment will be provided. You will be charged a fee of \$20 to enroll in this course which will provide you with beginner fencing equipment including mask, foil, gloves, and jacket.

Floor Barre: The term Floor Barre describes the various methods ballet masters have developed to help professional classical dancers improve their technique, line, and career longevity, but anyone can find benefits from the experience. Students will practice exercises designed to locate and strengthen the muscles of the inner thighs, abdomen, and pelvic floor, as well as the intrinsic muscles of feet. Central principles of the practice also include learning to recruit deep muscles to rotate at the hip joint and to relax muscles that cross the sacroiliac joint. You don't have to be a dancer to notice the difference attentive practice of Floor Barre can make. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as mats, blocks and rollers, as well as upkeep of the unique flooring.

Hatha Yoga: Students will develop better physical and mental health through the use of postures, physical exercises and breathing. These activities will focus on teaching students on balancing of opposing energies which is a concept that can be applied to their everyday lives.

Healing Herbs and Human Health: Hikes and botanicals hunts with demonstration labs on how to extract the herbs, make creams, decoctions, etc. Physical activity with ethnoscience labs and some talks about traditional beliefs, stories, can happen here, etc. You will be charged a fee of \$10 to enroll in this course which covers sample collection containers.

Holistic Health Applications: Through hands-on activities, students will gain practical skills to promote their physical, emotional, intellectual, spiritual, and social well-being. Students will learn how to apply a holistic perspective to their daily life and practice strategies to enhance health in each aspect. Goal-setting and self-reflection skills will be included. You will be charged a fee of \$20 to enroll in this course which covers the cost of demonstration supplies such as naturopathic and traditional remedies/foods and aromatherapy oils.

Jazz: Students will explore the basic steps and techniques of many different jazz dance forms and the eras they were established in. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as music, as well as upkeep of the unique flooring.

Lifestyle Yoga: The lab will incorporate yoga exercises of breathing, flexibility, balance, strength, endurance and relaxation. The lab allows the student to learn and design a personal lifestyle yoga program for greater health, wellness and mental awareness. You will be charged a fee of \$20 to enroll in this course which covers mats, balls, blocks, belts, etc.

Karate: Students will learn basics of Tae Kwon Do which will prepare them to pursue higher ranks in local clubs in the world. This will include the first two Katas (forms) of Tae Kwon Do. This course introduces the students to the techniques, rules, and strategies of karate. You will be charged a fee of \$20 to enroll in this course which covers boards and belts.

Modern Dance: Students will learn the principles of Laban as well as Bartenieff Fundamentals to increase body awareness, strength, and flexibility. Focus will be on the Laban "Effort Actions" as well as the Bartenieff body connections. Students will learn how these principles can be applied to aspects of their lives from running hurdles to playing a clarinet to sitting properly at their desks. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as music, as well as upkeep of the unique flooring.

Nia: This course focuses on Nia, which fuses movements and concepts from yoga, tai chi, tae kwon do, aikido, jazz, and modern dance. By connecting to sensations, students will gain a greater understanding of their mind, body, and spirit. You will be charged a fee of \$20 to enroll in this course which covers music and sound equipment.

Personal Conditioning: Students will experience the process of improving their fitness level through participation in a personal conditioning program. This program will be designed for each student and will focus on cardiorespiratory, strength, and flexibility components of fitness. At the end of the semester, students will create their own personal fitness program. You will be charged a fee of \$10 to enroll in this course which covers heart rate monitors and straps.

Racquetball: The purpose of the racquetball class is to develop proper technique/skills for playing the game. Topics covered will be safety, history, footwork, body alignment, forehand, backhand, serves, ceiling shots, court markings, rules, shot selection and court etiquette. Also, covered will be reading the angles and directional alignment of all shots. You will be charged a fee of \$20 to enroll in this course which covers goggles, balls, and racquet rental.

Rock Climbing: Students will learn basics of rock climbing belaying rappelling as well as safety precautions preparing them to pursue the sport in the outdoors. This course introduces the students to the techniques,

rules, and safety measures of rock climbing. Students will become belay certified and have an opportunity to climb and rappel from various structures. You will be charged a fee of \$50 to enroll in this course which covers shoe rental, ropes, harnesses, etc.

Sand Volleyball: The purpose of this class is to develop proper technique/skills for playing the game. Topics covered will be footwork, body alignment, passing, digging, spiking, serving, setting, blocking and court etiquette. Students will also learn the rules of the game as well as the strategies involved in doubles and full court play. You will be charged a fee of \$20 to enroll in this course which covers cost of game equipment.

Skin and Scuba Diving: The purpose of the PADI Scuba is the most widely recognized and respected diving certification in the world. Upon successful completion of the course, you will receive a lifetime of wonderful adventures with the PADI Open Water Scuba Diver Certification. This course will focus on safety in and under the water. The skills taught within the PADI course will all be performed with direct supervision. All students (students' not requesting open water certification as well as those requesting certification) will be required to complete all five (5) knowledge reviews and the five (5) quizzes. You will be charged a fee of \$20 to enroll in this course. As safety is the utmost importance and because the activity is an equipment intensive program, the fee will cover the use, repair and replacement of the snorkeling as well as the scuba unit equipment.

Soccer Skills and Technique: The purpose of this course is to develop proper skills/techniques for playing soccer. The course is designed to teach students beginning soccer skills/techniques to more advanced soccer skills/techniques. Students will learn the rules of the game as well as strategies involved in development of the game and the impact of the soccer as a World sport on overall well-being. Topics covered in this course will be footwork, dribbling/controlling, passing/ receiving, advance ball manipulation, team offense/defense, and formation. You will be charged \$20 to enroll in this course which covers balls and soccer tops rental.

Stunts and Tumbling: Students will be introduced to tumbling skills. Beginner and intermediate tumbling skills will include various rolls, handstands, cartwheels, and more advanced tumbling skills for those with previous experience. Safety and skill progressions will also be emphasized. All equipment is provided. You will be charged a fee of \$20 to enroll in this course which covers cost of panel mats, spotting mats and devices, and equipment updates.

Swim Conditioning: The purpose of this course is to teach methodologies, proper skill techniques and games within the aquatic classroom. Upon completion of this course, students will be able to utilize and adapt progression drills and skills from this course into their classroom. Emphasis is placed on the teaching of the skills and drills by lead up progressions along with methodologies and instructional techniques. A lab fee of \$10 is required to cover the costs associated with the usage of swim fins, heart rate monitors, straps, water belts, masks and snorkels.

Swing Dance: Students will learn the basics of East and West Coast styles of Swing as a lifetime social/recreational activity that may be used for wellness. Class will focus on not only learning steps but also the principles of posture, alignment, and working with a partner. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as music, as well as upkeep of the unique flooring.

Tennis: The purpose of this class is to develop proper technique/skills for playing the game. Topics covered will be footwork, body alignment, forehand, backhand, volley, lob, smash, and serves, court markings, and court etiquette. Students will also learn the rules of the game and the strategies involved in singles and doubles play. You will be charged a fee of \$20 to enroll in this course which covers balls and racquet rental.

Total Body Conditioning: This course exposes the student to all facets of the workout including goal setting, safe exercise selection, execution of workouts, cross training and recovery. It encompasses a blended conditioning approach for building well-rounded fitness through cardiovascular and muscular activity. Within a group conditioning format the student will design their individual total body conditioning program options. You will be charged a fee of \$10 to enroll in this course which covers heart rate monitors and straps.

TRX and Kettlebells: This course will introduce students to the TRX suspension trainer and kettle-bells. Students be taught how to properly set up the TRX and learn numerous movements on the suspension trainer. Kettle-bell movements will be taught and programmed with the TRX for a total body workout. You will be charged a fee of \$20 to enroll in this course which covers straps, carabineers, mats, belts, and maintenance and replacement of equipment.

Weight Lifting: The focus of the course centers on recreational weight lifting. Students will learn various resistance training exercises to target individual muscle groups. Additionally, topics in nutrition and programming will be covered. You will be charged a fee of \$20 to enroll in this course which covers belts, mats and maintenance and replacement of equipment.

World Dance: Students will learn the basics of dances from around the world for used for social/recreational purposes that when used as a lifetime activity may promote wellness. Dances from North and South America, Europe, Africa and Asia will be presented. Students will gain rhythm, strength, and aerobic capacity while learning to work together in large groups. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment such as music, as well as upkeep of the unique flooring.

Yoga: The Eightfold Path: The eightfold path refers to the eight-limbed plan for personal practice of living our fullest potential together are called Yoga. While they were outlined in the ancient Yoga Sutras, how is the path of Yoga congruous with our current western notions of well-being? In this Dimensions Lab, students will practice postures (asana) and mindful breathing (pranayama) as well as learn about the other six limbs of yoga from Patanjali's sutras. The practice of yoga helps students find not only strength and flexibility, but also internal focus, sensory awareness, and gratitude for the experience of being embodied. You will be charged a fee of \$20 to enroll in this course which covers the cost of dance studio equipment and supplies such as music, mats, blocks, etc., as well as upkeep and taping of the unique flooring.

Appendix B

SPRING 2014

Dimensions of Well-Being

Indirect Assessment Results

Methods Section

- Provide a copy of the survey. Include both pre- and post- course surveys when appropriate.

See Appendix Y

- Include a short narrative describing how the survey was conducted including the number of invitations extended, to whom the invitations were extended, the response rate, any unforeseen challenges or irregularities.

Each student enrolled in one of the 5 sections of the Dimensions of Well-Being Lab course was invited to take the pre-course survey within the first 10 days of the class and the post-course survey during the final 2 weeks of the semester (including finals week). Student who added the course within the first three days of the course were also invited to take the survey and were given a few extra days to complete it.

There were 107 students invited to take the pre-course survey. While 56 students started the survey, only 47 or 43.9% of the students completed the survey. The post-course survey was sent to 95 students, 77 students began to complete the survey and 66 students or 69% completed the survey.

While the response rate is satisfactory, we should see if there is a way to get more students who begin the survey to complete it. It may be enough that those faculty who offer credit for taking the survey state that a student must complete the survey to receive that credit. It may be that some students believe that they will receive credit simply by logging in.

Results Section (2-page maximum)

- Provide a visual that summarizes the results

See below

- After discussing the survey results among the faculty, provide a list of observations as well as a response to or discussion of the observation.

Key observations for Lecture and Lab courses:

- Students reported substantial improvements on all components assessed (knowledge, skills, attitude, confidence and integration of learning). Skills related scores showed the greatest rates of improvement. Gains in scores were particularly high for the first round of pre/post surveys administered during the first half semester. Similarly, the second round (second half semester labs) showed gains in all categories but to a lesser extent, with the exception for skills related to specific lab activity, which increased substantially.
- Each round of survey showed that the majority of students (85-92%) were enthusiastic about taking DWB and maintained that enthusiasm at the end of the course. There was also a 12%-15% increase in the interest to take additional classes in this subject.

- Students reported high baseline scores for knowledge and some of the skills-related questions during the second round of assessment, most likely because they just finished their lecture courses and perceived themselves knowledgeable.
- Students' comments were overwhelmingly positive.
- Overall, the faculty found the survey to be an effective tool in gauging students' perceptions of DWB.

Impact Section (1-page maximum)

- Describe the collaboratively agreed upon changes, specific next steps, timetable for implementation of changes and re-assessment
 - The faculty felt that it would be sufficient to administer the survey once a year (spring semester) instead of each semester.
 - Instead of two rounds of assessment (4 surveys total), we would like to administer one pre-test at the beginning and one post-test at the end of the semester. There was approximately a one week gap between the first half semester post-test survey and second half semester pre-test survey, which is not a sufficient amount of time to affect students' perceptions. Also, repeating the survey so soon might have affected students' participation rate. Administering it only twice (instead of four times) may help decrease survey fatigue and boost participation rate.
 - In order to increase participation rate, instructors will be encouraged to offer incentives (points / extra credit) to students who complete the survey.
 - With one round of assessment, we will look at overall changes in pre/post-test scores as well as perform additional analyses. For example, we may find differences in scores between students who took a lecture course first and those who took a lab first.

LECTURE SURVEY RESULTS

PART 1: KNOWLEDGE

Question 1: How wellness affects all aspects and quality of life

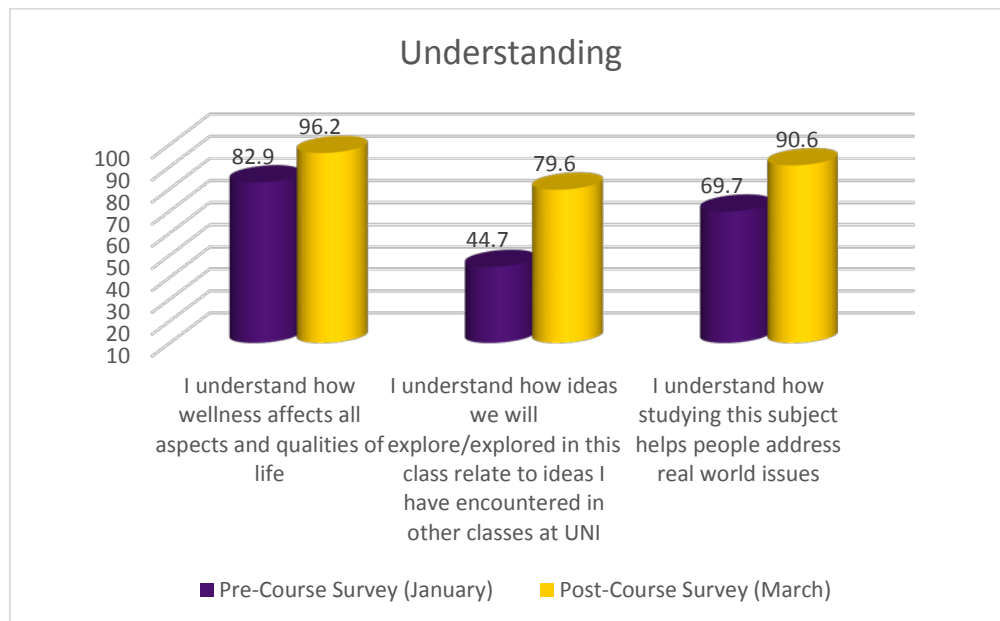
	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	0 (0%)	13 (17.1%)	34 (44.7%)	29 (38.2%)
Post-Test	0 (0%)	1 (1.9%)	1 (1.9%)	16 (29.6%)	36 (66.6%)

Question 2: How ideas we will explore/explored in this class relate to ideas I have encountered in other classes at UNI

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	1 (1.3%)	7 (9.2%)	34 (44.7%)	26 (34.2%)	8 (10.5%)
Post-Test	1 (1.9%)	1 (1.9%)	9 (16.6%)	16 (29.6%)	27 (50%)

Question 3: How studying this subject helps people address real world issues

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	2 (2.6%)	21 (27.6%)	33 (43.4%)	20 (26.3%)
Post-Test	0 (0%)	1 (1.9%)	4 (7.4%)	15 (27.7%)	34 (62.9%)



Student Comments:

What do you expect to understand at the end of the class that you do not know now?

- how to preform a well thought through way of life. Meaning how to handle the bumps in the road with grace and passion.
- A better understanding.
- I expect to have a better understanding of how to be healthy.
- Different leisure activities and understanding what leisure actually is.
- how being healthy does not just mean being physically fit.
- the impact of a healthy lifestyle on every aspect of wellbeing.
- All the affects on your body by being and not being healthy
- More about how people are motivated.
- I expect to learn more about the factors of wellness aside from physical wellness.
- How to come up with a fitness plan that will work with my daily schedule.
- How to better my diet and work hard to maintain my health
- How leisure activites relate to my own life.
- How to properly manage my leisure time along with my day to day activities.
- How to eat better and keep myself healthy.
- Not sure.
- What wellness is, and how I can use what I learn in class in my life.
- How to help someone with unhealthy eating and lifestyle habits.

What do you understand now that you did not know prior to take this class?

- I know now that a fitness plan needs to be made for myself. Not all workout are going to work and or be the best for myself.
- Perspectives of well being
- I have a better idea about things I can do or shouldn't do to help my eating habits and diets (if i were to go on one).
- It's your choice to be happy.
- What leisure fully entails
- I now understand that there are 7 dimensions of well-being which apply to various aspects of my life. I also understand how to apply strategies in my own life to strengthen these 7 dimensions.
- I did not know much at all about alternative medicine, and I now feel that I have a decent grasp on it.
- Stuff about bmi, pulse, and blood pressure.
- That there are many things you can do for yourself in terms of medication wise to help you with health issues.
- Perspectives of Leisure

Question 4: Describe the dimensions of wellness

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	11 (14.7%)	21 (28%)	31 (41.3%)	8 (10.7%)	4 (5.3%)
Post-Test	1 (1.9%)	0 (0%)	6 (11.3%)	20 (37.7%)	26 (49.1%)

Question 5: Differentiate among the various dimensions of wellness

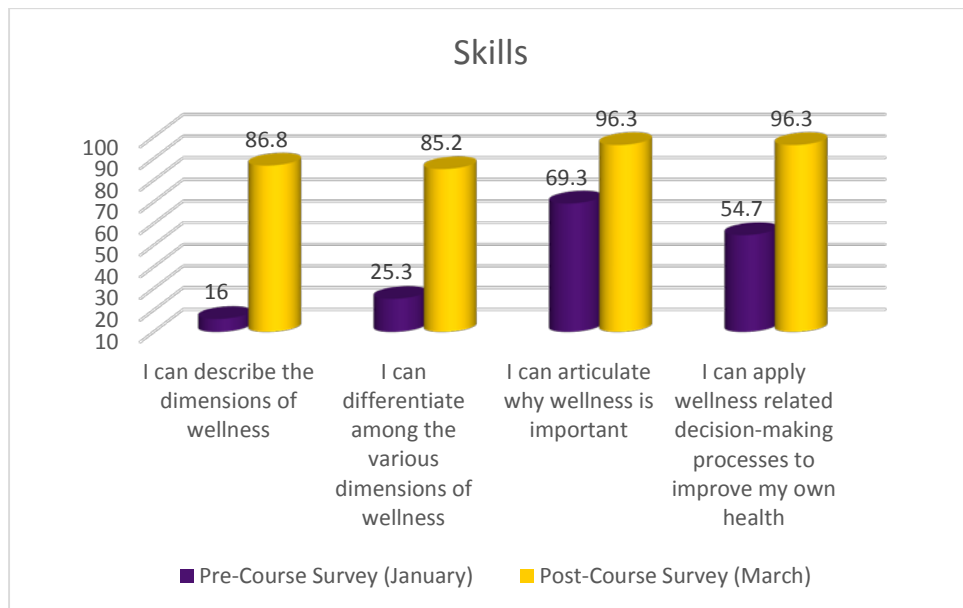
	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	11 (14.7%)	19 (25.3%)	26 (34.7%)	15 (20%)	4 (5.3%)
Post-Test	1 (1.9%)	0 (0%)	7 (13%)	17 (31.5%)	29 (53.7%)

Question 6: Articulate why wellness is important

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	3 (4%)	20 (26.7%)	39 (52%)	13 (17.3%)
Post-Test	0 (0%)	0 (0%)	2 (3.7%)	20 (37%)	32 (59.3%)

Question 7: Apply wellness related decision-making processes to improve my own health

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	8 (10.7%)	26 (34.7%)	27 (36%)	14 (18.7%)
Post-Test	0 (0%)	1 (1.9%)	1 (1.9%)	17 (32.1%)	34 (64.2%)



Student Comments:

What do you expect to be able to do at the end of the class that you do not know how to do now?

- I would like to learn about the behavior change using at least on theoretical model/perspective.
- Describe the dimensions of wellness.
- Yoga.
- Make my own fitness plan
- Tell how credible different wellness things are.
- I expect to learn more about how I can improve the health of not just myself but the community as a whole.
- Create a fitness/wellness plan that can fit my everyday life that I don't "make time" for. I can do it in my own time.
- Understand more about what the dimensions of well-being are and learn more about them.
- I have no idea what the theoretical models/ perspectives are, so I would like to learn about those so I can explain behavior changes in people. Also I want to learn ways to help better the lives of the people around me and make more awareness about the importance of staying fit.
- To better understand the reasoning behind the wellness models that I have come into contact with.
- Know about the dimensions of wellness
- Apply different dimensions to my own life
- Hopefully, be able to be more open to trying new leisure activities.
- Eat Healthier and make better choices.
- Not sure.
- How to make my house hold have a better view on health, and how to make it healthier.
- How to eat better personally.

What can you do now that you did not know how to do at the beginning of this course?

- I can now adjust my work out plan and know what I must do to achieve what I want.
- Identify flow and types of leisure.
- Now I know all the dimensions of wellness.
- I just know how to enjoy life a little better now, I guess.
- Differentiate between different types of leisure
- I understand how to apply the theoretical model of behavior change to my own goals to help myself move from one stage to the next.
- I now know how to approach health problems with an open mind. I need to think about my overall wellness and not just a specific part of my body.
- I now know about different behavioral change statuses.
- How to take time out to just life in the moment.
- I did not know that there were perspectives and/or types of leisure

PART 2: SKILLS

Question 8: Apply wellness related decision-making processes to improve the health of others and the community

	1 Not Applicable/ Not at all	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	1 (1.3%)	18 (24%)	29 (38.7%)	15 (20%)	12 (16%)
Post-Test	1 (1.9%)	0 (0%)	5 (9.3%)	19 (35.2%)	29 (53.7%)

Question 9: Identify credible and reliable sources of wellness information for decision-making purposes

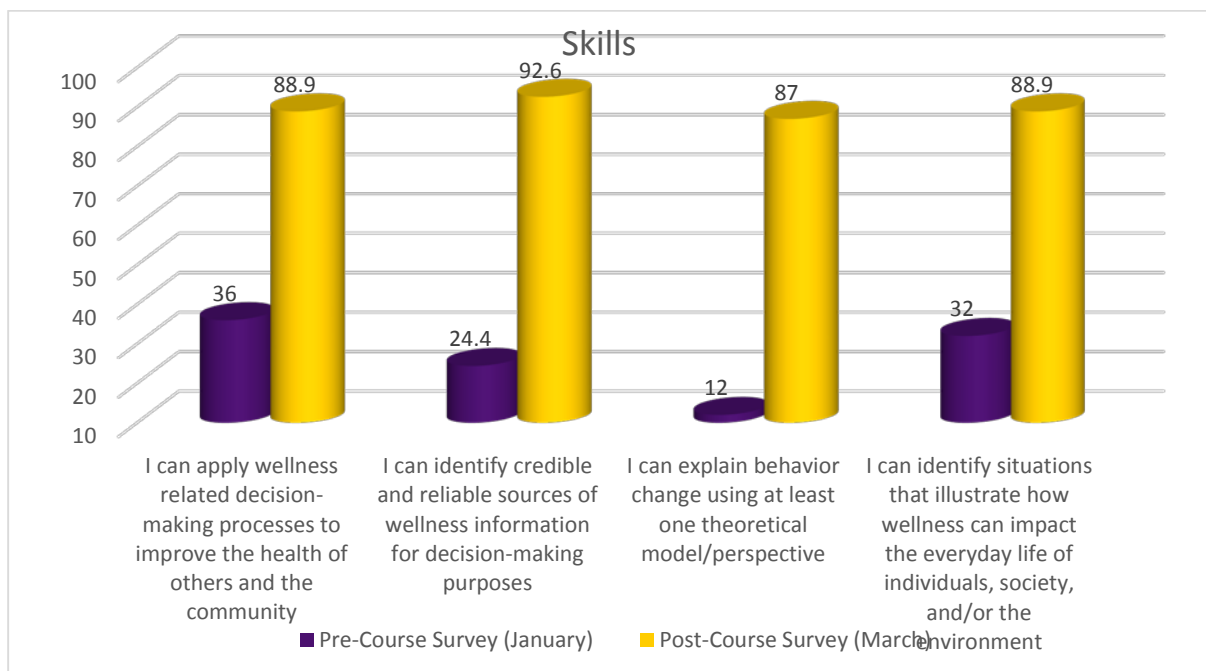
	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	1 (1.4%)	29 (39.2%)	26 (35.1%)	13 (17.6%)	5 (6.8%)
Post-Test	0 (0%)	2 (3.7%)	2 (3.7%)	22 (40.7%)	28 (51.9%)

Question 10: Explain behavior change using at least one theoretical model/perspective

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	15 (20%)	36 (48%)	15 (20%)	8 (10.7%)	1 (1.3%)
Post-Test	0 (0%)	3 (5.6%)	4 (7.4%)	21 (38.9%)	26 (48.1%)

Question 11: Identify situations that illustrate how wellness can impact the everyday life of individuals, society, and/or the environment

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	1 (1.3%)	13 (17.3%)	37 (49.3%)	18 (24%)	6 (8%)
Post-Test	0 (0%)	0 (0%)	6 (11.1%)	18 (33.3%)	30 (55.6%)



PART 3: ATTITUDE

Question 12: Enthusiastic about taking/having taken this course

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	1 (1.3%)	9 (11.8%)	34 (44.7%)	32 (42.1%)
Post-Test	1 (1.9%)	1 (1.9%)	6 (11.1%)	16 (29.6%)	30 (55.6%)

Question 13: Interested in discussing the subject area with friends or family

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	7 (9.2%)	16 (21.1%)	32 (42.1%)	21 (27.6%)
Post-Test	2 (3.7%)	1 (1.9%)	6 (11.1%)	22 (40.7%)	23 (42.6%)

Question 14: Interested in taking or planning to take additional classes in this subject

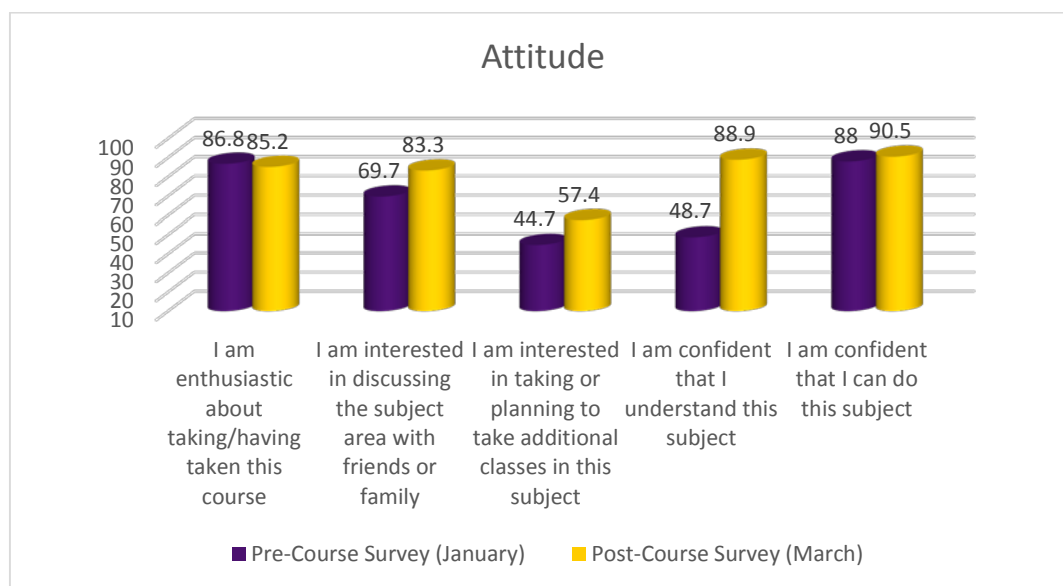
	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	8 (10.5%)	12 (15.8%)	22 (28.9%)	25 (32.9%)	9 (11.8%)
Post-Test	5 (9.3%)	4 (7.4%)	14 (25.9%)	16 (29.6%)	15 (27.8%)

Question 15: Confident that I understand this subject

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	5 (6.6%)	7 (9.2%)	27 (35.5%)	24 (31.6%)	13 (17.1%)
Post-Test	0 (0%)	1 (1.9%)	5 (9.3%)	17 (31.5%)	31 (57.4%)

Question 16: Confident that I can do this subject

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	0 (0%)	9 (12%)	32 (42.7%)	34 (45.3%)
Post-Test	0 (0%)	1 (1.9%)	4 (7.6%)	19 (35.8%)	29 (54.7%)



Question: Please comment on your level of interest in this content area. (from pre-course survey)

- I think that it is important to live a healthy life, but I never really thought about well being could be used in real world decision making outside of the gym or your eating habits.
- I'm very interested in this content area.
- very interested
- Not very high. I think it's valuable, but I'm really taking the class because it fulfills an LAC requirement.
- I think it will be fun and useful to learn
- I think it should be really interesting.
- This is the first course I am taking including this content, the first few days have really caught my interest and I am excited to see what I learn in this course.
- I am looking forward to learning other ways other than just medicine when dealing with headaches since I have many of them.
- I am very interested in this course because I am active in my daily life as it is, but I always like to learn more about how to improve my life or the lives of the people that are close to me.
- I am quite interested because I am hoping to take what I have learned from this course back to my own life, and the lives of my residents that are living in Bender Hall (A Wellness Living Learning Community).
- I am very excited about this class
- I am somewhat interested
- I am interested in my personal wellness. I am very happy with the way my professor leads all students through the course.
- So-So. I would like to learn to eat better and take care of myself better but I do not really have interest in all areas of wellness.
- I am a transfer student and was told to take this class, so I had no idea what I signed up for. But now that I know what this class is I'm a little more interested in what I'm going to learn.
- Very interested because I love supplements and nutrition.
- I am taking this class because I need it for my Liberal Arts Core but I thoroughly enjoy discussing and learning about this topic.

Please comment on your level of interest in this content area. (from post-course survey)

- 1-10 (ten highest) 6 or 7
- Very interested
- I thought a lot of the information was helpful, and it was interesting to learn new things to help me out.
- It was interesting, but the teacher was really good!!
- This class was very enjoyable and very informative
- I am interested in the many ways in which this course applies to my own life, and I am eager to inform my family and friends on how they can use strategies in their life.
- I am interested purely because I live in the Bender Wellness Community.
- I enjoyed the class!
- I have become interested in this class since the first day I started. There are a lot of things I did not know before, and now I feel like I can apply some of those things in my life.
- I did not really learn anything about wellness, all I learned about were types of leisure, goal setting, and self efficacy

PART 4: INTEGRATION OF LEARNING

Question 17: Connecting key ideas I learn in my classes with other knowledge

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	3 (4%)	23 (30.7%)	31 (41.3%)	18 (24%)
Post-Test	0 (0%)	0 (0%)	5 (9.3%)	26 (48.1%)	23 (42.6%)

Question 18: Applying what I learn in classes to other situations

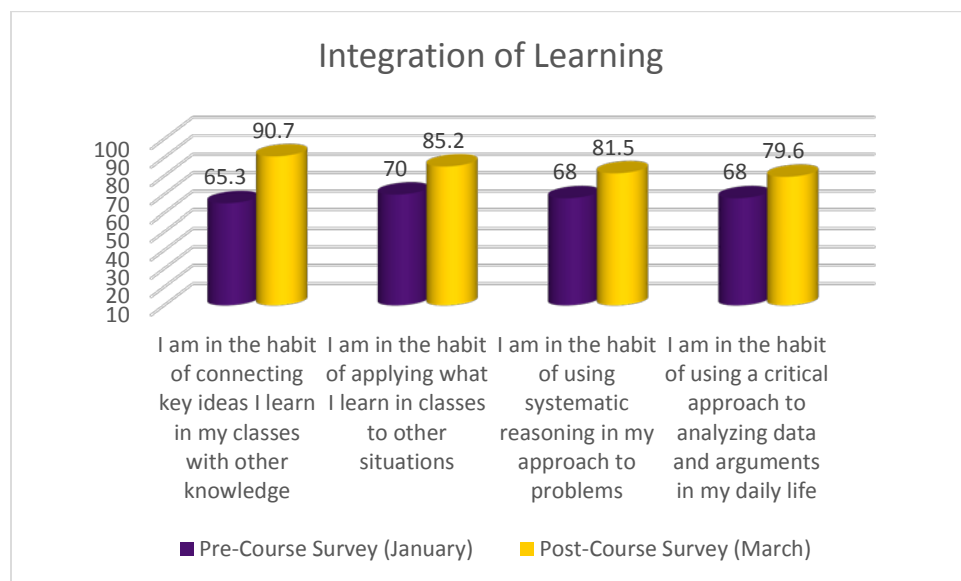
	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	2 (2.7%)	19 (25.3%)	31 (41.3%)	23 (30.7%)
Post-Test	0 (0%)	1 (1.9%)	7 (13%)	14 (25.9%)	32 (59.3%)

Question 19: Using systematic reasoning in my approach to problems

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	0 (0%)	9 (12%)	15 (20%)	30 (40%)	21 (28%)
Post-Test	0 (0%)	1 (1.9%)	9 (16.7%)	21 (38.9%)	23 (42.6%)

Question 20: Using a critical approach to analyzing data and arguments in my daily life

	1 Not Applicable/ Not at All	2 Just a Little	3 Somewhat	4 A lot	5 A Great Deal
Pre-Test	1 (1.3%)	9 (12%)	14 (18.7%)	31 (41.3%)	20 (26.7%)
Post-Test	0 (0%)	2 (3.7%)	9 (16.7%)	21 (38.9%)	22 (40.7%)



Question: Please comment on how you expect this material to integrate with your studies, career, and/or life.

- I hope this class and everything I learn in it helps me apply it to every day life.
- Knowing how to analyze and use systematic reasoning for problems that arise in my future will be a great thing. Right now I don't really do that.
- Learning this material will help me become an all around healthier and more motivated person in all aspects of my life.
- I think the class on leisure and learning how to do yoga itself will integrate into my life and the choices I make related to achieving a healthy lifestyle.
- I expect this to give me an outlook on how I want to live my life healthy
- I think it will help me learn how I can motivate myself better in almost every aspect of my life. It will also help me understand the motivations of others.
- I think the material in this class will improve the overall well-being of myself, not just my physical wellness, but knowledge on how to lead healthy lifestyle in all aspects of my life.
- As I go through school and graduate and move on to other things I can use this material to help me and my future family become healthy and live a good, healthy life.
- I will know other options available when I'm sick other than just medicine.
- This material is important in our daily life because it focuses on how to better our health. If I didn't do things to better my health, I wouldn't be able to succeed in school and in the career I want to pursue. I am choosing a career in the health field and information about ways to make people live longer and healthier lives will give me good knowledge to pass onto my patients in the future.
- I know that the information I learn in this class will benefit me my whole life
- I may think about it when doing daily activities that can relate to it
- I plan to know more about helping people eat better and live healthier lifestyles.
- I expect the material in this course to help me with managing stress levels and with overall problem solving.
- Teach me better ways on how to make healthier choices. So then my body can be healthier and in return my life will be better.
- I hope it will help improve my lifestyle.
- Overall, this material will help me stay fit and know how to be healthy.
- It will help me understand leisure activities.
- All the information I learned, I will use it towards my eating style which will help me become a healthier eater.
- It helps me understand why things make me happy.
- Knowing what leisure is can help me choose better activities to participate in during my free time
- At the beginning of the class, I made 2 long-term goals. Now that I understand how to properly form goals and follow through with them, I am excited to continue to pursue my goals throughout the rest of my life.
- It will help me create balance in all the areas of my life.
- I believe taking this class will help me stay healthy and know how to take care of myself.
- I plan on using the material from class to help me explore things we have talked about, to help me through stressful situations.
- Goal Setting, especially health wise

LAB SURVEY RESULTS

PART 1: KNOWLEDGE

Question 1: How wellness affects all aspects and quality of life

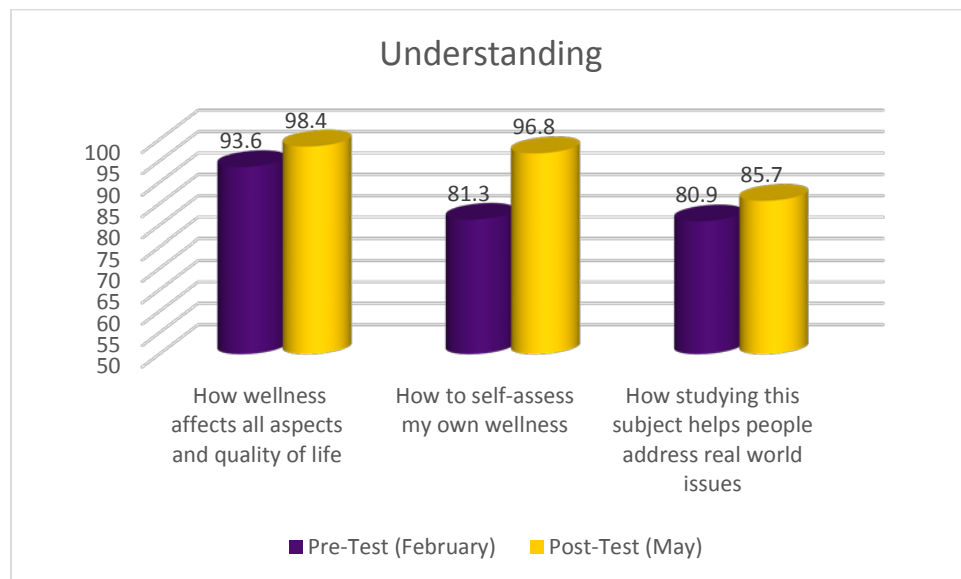
Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	3 (6.4%)	15 (31.9%)	29 (61.7%)
Post-Test	0 (0%)	0 (0%)	1 (1.6%)	16 (25.4%)	46 (73%)

Question 2: How to self-assess my own wellness

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	1 (2.1%)	8 (17%)	18 (38.3%)	20 (43%)
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	27 (42.9%)	34 (53.9%)

Question 3: How studying this subject helps people address real world issues

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	9 (19.1%)	21 (44.7%)	17 (36.2%)
Post-Test	1 (2.1%)	1 (2.1%)	7 (11.1%)	26 (41.3%)	28 (44.4%)



*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

PART 2: SKILLS

Question 4: Apply decision-making processes to improve well-being

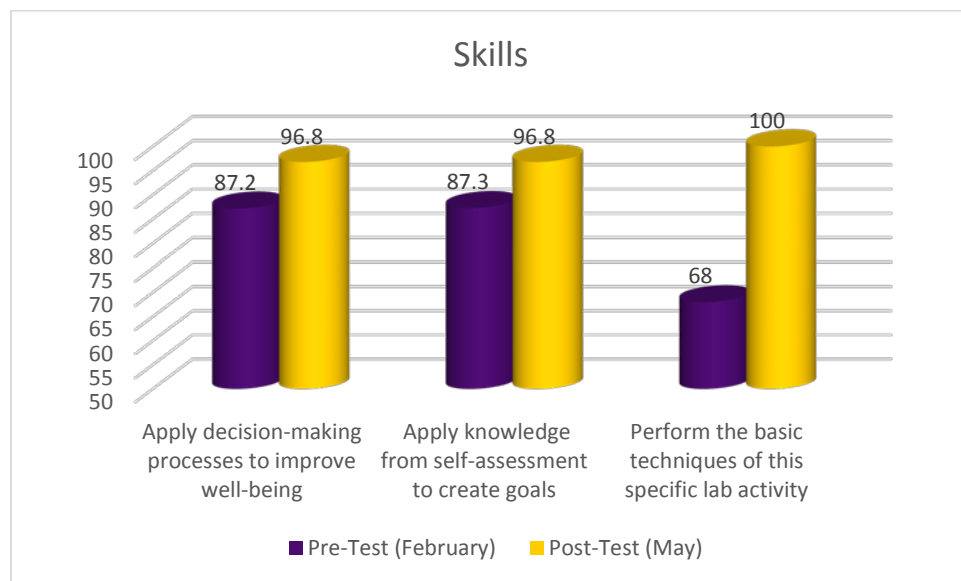
Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	6 (12.8%)	23 (48.9%)	18 (38.3%)
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	25 (39.7%)	36 (57.1%)

Question 5: Apply knowledge from self-assessment to create goals

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	6 (12.8%)	24 (51.1%)	17 (36.2%)
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	24 (38.7%)	36 (58.1%)

Question 6: Perform the basic techniques of this specific lab activity

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	5 (10.6%)	2 (4.3%)	8 (17%)	16 (34%)	16 (34%)
Post-Test	0 (0%)	0 (0%)	0 (0%)	23 (36.5%)	40 (63.5%)



*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

Question 7: Articulate why wellness is important

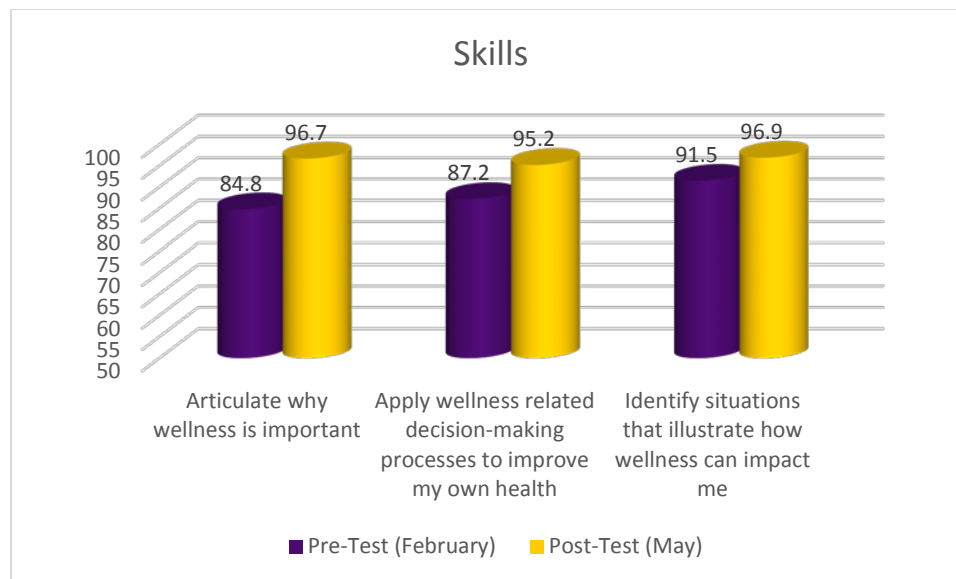
Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	7 (15.2%)	18 (39.1%)	21 (45.7%)
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	19 (30.6%)	41 (66.1%)

Question 8: Apply wellness related decision-making processes to improve my own health

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	1 (2.1%)	5 (10.6%)	26 (55.3%)	15 (31.9%)
Post-Test	0 (0%)	0 (0%)	3 (4.8%)	20 (31.7%)	40 (63.5%)

Question 9: Identify situations that illustrate how wellness can impact me

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	1 (2.1%)	3 (6.4%)	26 (55.3%)	17 (36.2%)
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	26 (41.3%)	35 (55.6%)



*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

PART 3: ATTITUDE

Question 10: Enthusiastic about taking this course

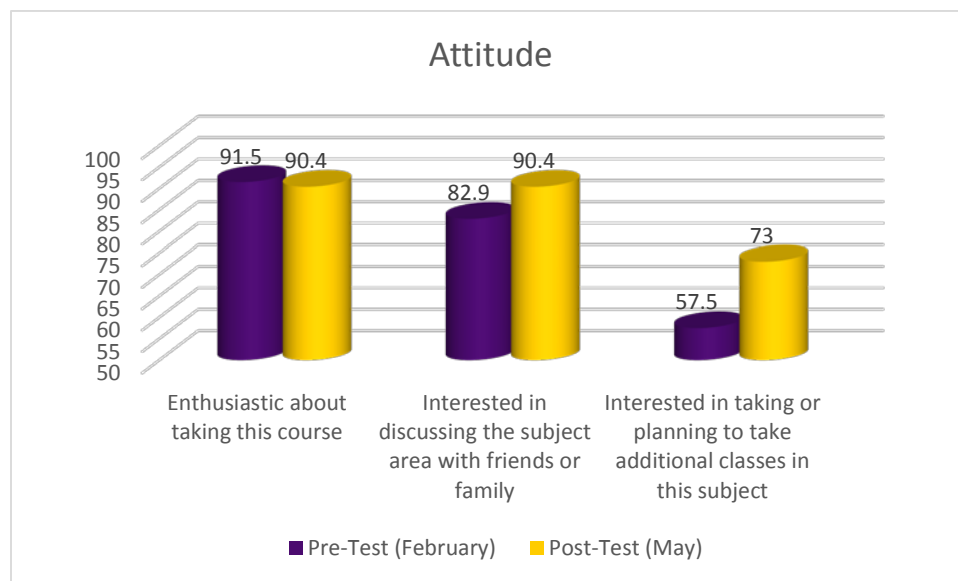
	Not applicable/Not at all.....	1	2	3	4	5	Just a little/Somewhat.....	A lot/Great deal
Pre-Test	0 (0%)	0 (0%)	1 (2.1%)	3 (6.4%)	11 (23.4%)	32 (68.1%)		
Post-Test	0 (0%)	0 (0%)	3 (4.8%)	3 (4.8%)	13 (20.6%)	44 (69.8%)		

Question 11: Interested in discussing the subject area with friends or family

	Not applicable/Not at all.....	1	2	3	4	5	Just a little/Somewhat.....	A lot/Great deal
Pre-Test	0 (0%)	0 (0%)	2 (4.3%)	6 (12.8%)	16 (34%)	23 (48.9%)		
Post-Test	0 (0%)	0 (0%)	2 (3.2%)	4 (6.3%)	20 (31.7%)	37 (58.7%)		

Question 12: Interested in taking or planning to take additional classes in this subject

	Not applicable/Not at all.....	1	2	3	4	5	Just a little/Somewhat.....	A lot/Great deal
Pre-Test	4 (8.5%)	4 (8.5%)	5 (10.6 %)	11 (46.8%)	14 (29.8%)	13 (27.7%)		
Post-Test	6 (9.5%)	6 (9.5%)	4 (6.3%)	7 (11.1%)	21 (33.3%)	25 (39.7%)		



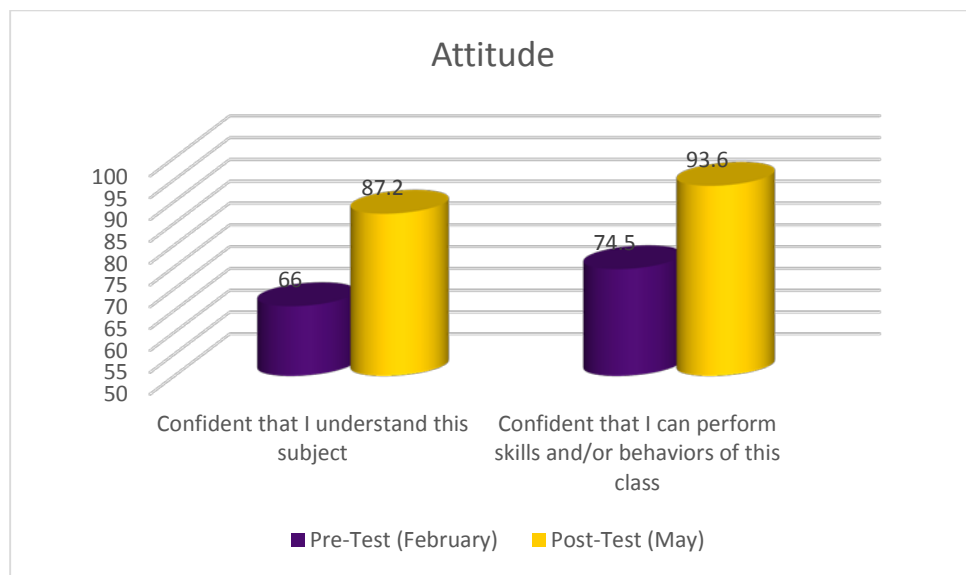
*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

Question 13: Confident that I understand this subject

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	3 (6.4%)	3 (6.4%)	10 (21.2%)	13 (27.7%)	18 (38.3%)
Post-Test	0 (0%)	1 (1.6%)	7 (11.1%)	21 (33.3%)	34 (53.9%)

Question 14: Confident that I can perform skills and/or behaviors of this class

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	2 (4.3%)	1 (2.1%)	9 (19.1%)	18 (38.3%)	17 (36.2%)
Post-Test	0 (0%)	0 (0%)	4 (6.3%)	25 (39.7%)	34 (53.9%)



*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

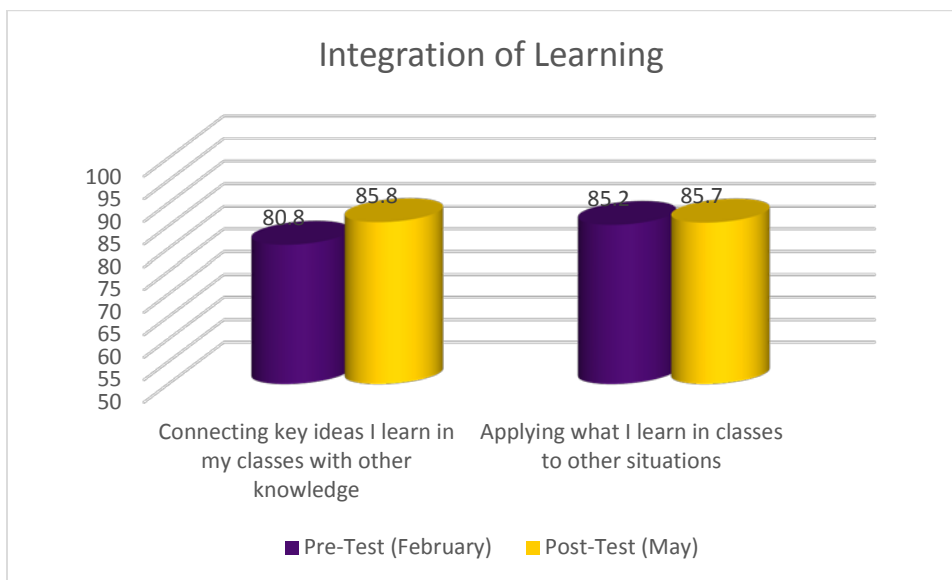
PART 4: INTEGRATION OF LEARNING

Question 15: Connecting key ideas I learn in my classes with other knowledge

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	2 (4.6%)	7 (14.9%)	16 (34%)	22 (46.8)
Post-Test	0 (0%)	0 (0%)	9 (14.3%)	27 (42.9%)	27 (42.9%)

Question 16: Applying what I learn in classes to other situations

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	0 (0%)	7 (14.9%)	20 (42.6%)	20 (42.6%)
Post-Test	0 (0%)	0 (0%)	9 (14.3%)	26 (41.3%)	28 (44.4%)



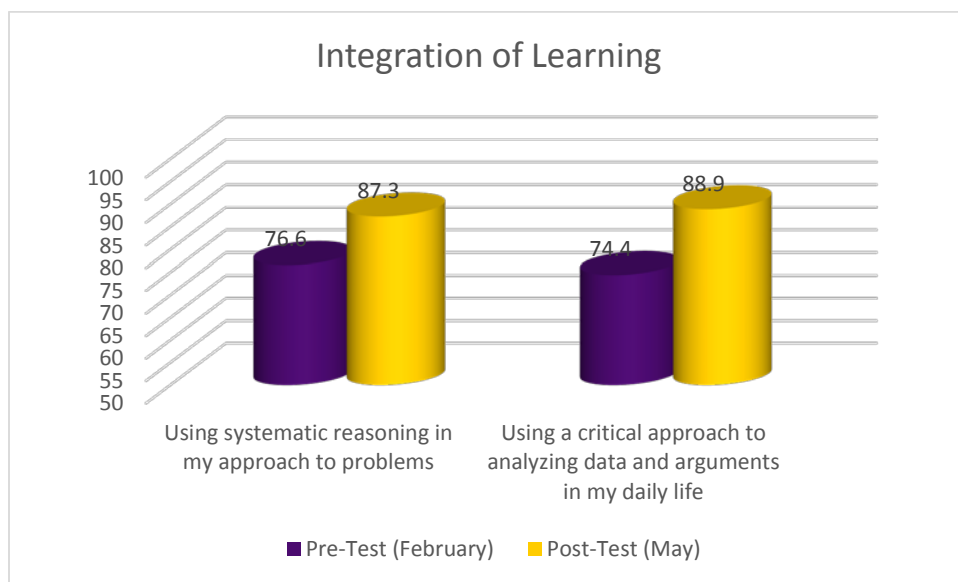
*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

Question 17: Using systematic reasoning in my approach to problems

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	2(4.6%)	9 (19.1%)	21 (44.7%)	15 (31.9%)
Post-Test	0 (0%)	0 (0%)	8 (12.7%)	30 (47.6%)	25 (39.7%)

Question 18: Using a critical approach to analyzing data and arguments in my daily life

Not applicable/Not at all.....Just a little/Somewhat.....A lot/Great deal					
	1	2	3	4	5
Pre-Test	0 (0%)	3 (6.4%)	9 (19.1%)	19 (40.4%)	16 (34%)
Post-Test	0 (0%)	1 (1.6%)	6 (9.5%)	29 (46%)	27 (42.9%)



*Results reflect a comparison of a combination of student answers of A lot/Great deal (4&5) in the Pre-Test and Post-Test

APPENDIX B-1

Dimensions of Well-Being LAB Survey Pre-Test

Please answer honestly about your current level of knowledge, skills, and interest in the Dimensions of Well-Being **LAB** course you are currently taking & the current course content. We want to know where our students are in terms of their knowledge, skills, and interest currently. You have a maximum of 20 minutes to complete the survey.

UNDERSTANDING

Presently, I understand...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3		
How wellness affects all aspects and quality of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to self-assess my own wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How studying this subject helps people address real world issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SKILLS

Presently, I can...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Apply decision-making processes to improve well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge from self-assessment to create goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform the basic techniques of this specific lab activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate why wellness is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply wellness related decision-making processes to improve my own health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify situations that illustrate					

how wellness can impact me

ATTITUDE

Presently, I am...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Enthusiastic about taking this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interested in discussing the subject area with friends or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interested in taking or planning to take additional classes in this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident that I understand this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident that I can perform skills and/or behaviors of this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTEGRATION OF LEARNING

Presently, I am in the habit of...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Connecting key ideas I learn in my classes with other knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying what I learn in classes to other situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using systematic reasoning in my approach to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a critical approach to analyzing data and arguments in my daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to the following.

I would characterize my present skill level on this subject as:

- ☐ Novice (no experience)
- ☐ Intermediate (some experience)
- ☐ Expert (lots of experience)

I am an undecided major at this time.

- ☐ Yes
- ☐ No

I am a HPELS major.

- ☐ Yes
- ☐ No

I have declared a major outside of HPELS.

- ☐ Yes
- ☐ No

I am interested in becoming a HPELS major.

- ☐ Yes
- ☐ No

APPENDIX B

Dimensions of Well-Being LAB Survey- Post-Test

Please answer honestly about your current level of knowledge, skills, and interest in the Dimensions of Well-Being LAB course you are currently taking & the current course content. We want to know where our students are in terms of their knowledge, skills, and interest currently. You have a maximum of 20 minutes to complete the survey.

UNDERSTANDING

Presently, I understand...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
How wellness affects all aspects and quality of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to self-assess my own wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How studying this subject helps people address real world issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SKILLS

Presently, I can...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Apply decision-making processes to improve well-being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge from self-assessment to create goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform the basic techniques of this specific lab activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Articulate why wellness is important	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply wellness related decision-making processes to improve my own health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify situations that illustrate					

how wellness can impact me



ATTITUDE

Presently, I am...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Enthusiastic about having taken this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interested in discussing the subject area with friends or family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interested in taking or planning to take additional classes in this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident that I understand this subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confident that I can perform skills and/or behaviors of this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INTEGRATION OF LEARNING

Presently, I am in the habit of...

	Not applicable/Not at all	Just a little/Somewhat	A lot/A great deal
	1	2	3	4	5
Connecting key ideas I learn in my classes with other knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying what I learn in classes to other situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using systematic reasoning in my approach to problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a critical approach to analyzing data and arguments in my daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to the following.

I would characterize my present skill level on this subject as:

- ☐ Novice (no experience)
- ☐ Intermediate (some experience)
- ☐ Expert (lots of experience)

I am an undecided major at this time.

- ☐ Yes
- ☐ No

I am a HPELS major.

- ☐ Yes
- ☐ No

I have declared a major outside of HPELS

- ☐ Yes
- ☐ No

I am interested in becoming a HPELS major

- ☐ Yes
- ☐ No

Appendix C Spring 2014 Dimensions of Well-Being Lecture Direct Assessment Report

Methods Section

- Provide a list of your current category goals and outcomes, highlighting the goal/outcomes assessed for this report.

LAC Category 1D: Dimensions of Well-Being

The purpose of the Liberal Arts Core is to actively engage students to become self-aware participants in their own personal development through thoughtful and informed decision making, promotion of lifelong learning, enlarging the scope of their world to global issues and diverse cultures, and increasing their strategies for solving complex problems they will encounter in the future. As such, the Dimensions of Well-Being sequence will expose students to a comprehensive framework in which they can implement their holistic knowledge about wellness into their day to day lives. While each course has its own specific learning outcomes, the two courses share three common overarching goals.

Common overarching goals:

- 1) Students will recognize that wellness affects all aspects and quality of life.
- (2) Students will be able to apply decision-making processes to improve well-being.
- (3) Students will be able to articulate why wellness is important.

NOTE: To satisfy the LAC Category 1 D requirement students are required to successfully complete both courses within the Dimensions of Well-Being sequence: Dimensions in Well-Being-1hr and Dimensions in Well-Being Lab-1hr

HPELS 10XX Dimensions of Well-Being (1hr)

This course provides an educational experience for students that will foster development of sound behavior change practices, understanding of theoretical principles guiding behavior change, and application of these concepts to everyday life. Students will gain knowledge concerning specific content areas. The course is designed to provide an underlying knowledge base for wellness dimensions and how these dimensions are intertwined and linked to one's quality of life.

Upon completion of Dimensions of Wellness students can:

DWB Outcome 1	Describe and differentiate the 6 dimensions of wellness and apply to content area
DWB Outcome 2	Identify credible and reliable sources of wellness information for decision-making purposes.
DWB Outcome 3	Explain behavior change via a theoretical perspective
DWB Outcome 4	Identify situations that illustrate how wellness can impact the everyday life of individuals, society and/or environment

(Please note that the course goals and outcomes were somewhat revised after the Spring 2014 semester, which was the first semester we offered Dimensions of Well-being as a pilot course. The final version of course goals and outcomes is included in Form L).

HPELS 10XX *Dimensions of Well-Being Lab (1hr)*

This course promotes wellness as its central integrating theme. Wellness can be thought of as a concept wherein one's physical, social, intellectual, and emotional components are addressed in a holistic fashion. Throughout this course, you will gain knowledge and skills related to your own wellness, as well as acquire beginning level skills related to the lab activity of your choice. The essential outcome of Dimensions of Well-Being and your laboratory wellness course includes the acquisition of knowledge and development of skills and attitudes necessary for implementing positive wellness decisions. One goal related to these lab courses is to provide students an opportunity to be introduced to a lifetime wellness activity. Such an activity, if embraced, may increase the quality of one's life.

Upon completion of Dimensions of Wellness students can:

DWBL Outcome 1	Know how to self-assess
DWBL Outcome 2	Apply knowledge from self-assessment to create goals
DWBL Outcome 3	Ability to perform basic techniques of a specific activity
DWBL Outcome 4	Identify situations that illustrate how wellness can impact me

- **Describe the artifact(s)/student work evaluated**

The Dimensions of Well-Being randomly selected student work from all of the spring 2014 Dimensions of Well-Being sections. In the student papers selected, students were ask to compare, contrast and evaluate credible sources.

- **List the research/study questions you used to adapt the AAC&U rubric for your area**

Can students apply identify credible and reliable sources of wellness information for decision-making purposes?

- **Attach a copy of the rubric(s) you used to analyze the student work**

COMMON ASSESSMENT RUBRIC

Goal #2: Students will be able to apply decision-making processes to improve well-being.

Outcome 1: Identify credible and reliable sources of wellness information for decision-making purposes.

Outcome 2: Explain behavior change via a theoretical perspective.

OVERARCHING STUDY QUESTION:

Can students apply decision-making processes to improve well-being? (goal 2)

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<i>Can students identify credible and reliable sources of wellness information for decision-making purposes? (goal 2, outcome 1)</i>				
	Capstone 4	Milestones 3 2		Benchmark 1
Comprehension	Recognizes possible implications of the course content (i.e. text, lectures, etc) for contexts, perspectives, or issues beyond the assigned task within the classroom	Uses the course readings/lecture, general background knowledge, and/or specific knowledge of the course content to draw more complex inferences about the message and attitude.	Draws basic inferences about context and purpose of course readings/lecture	Apprehends vocabulary appropriately to paraphrase or summarize the information the course readings/lecture communicates.
Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Evaluate Information and Sources Critically	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.

Results Section (2 page maximum)

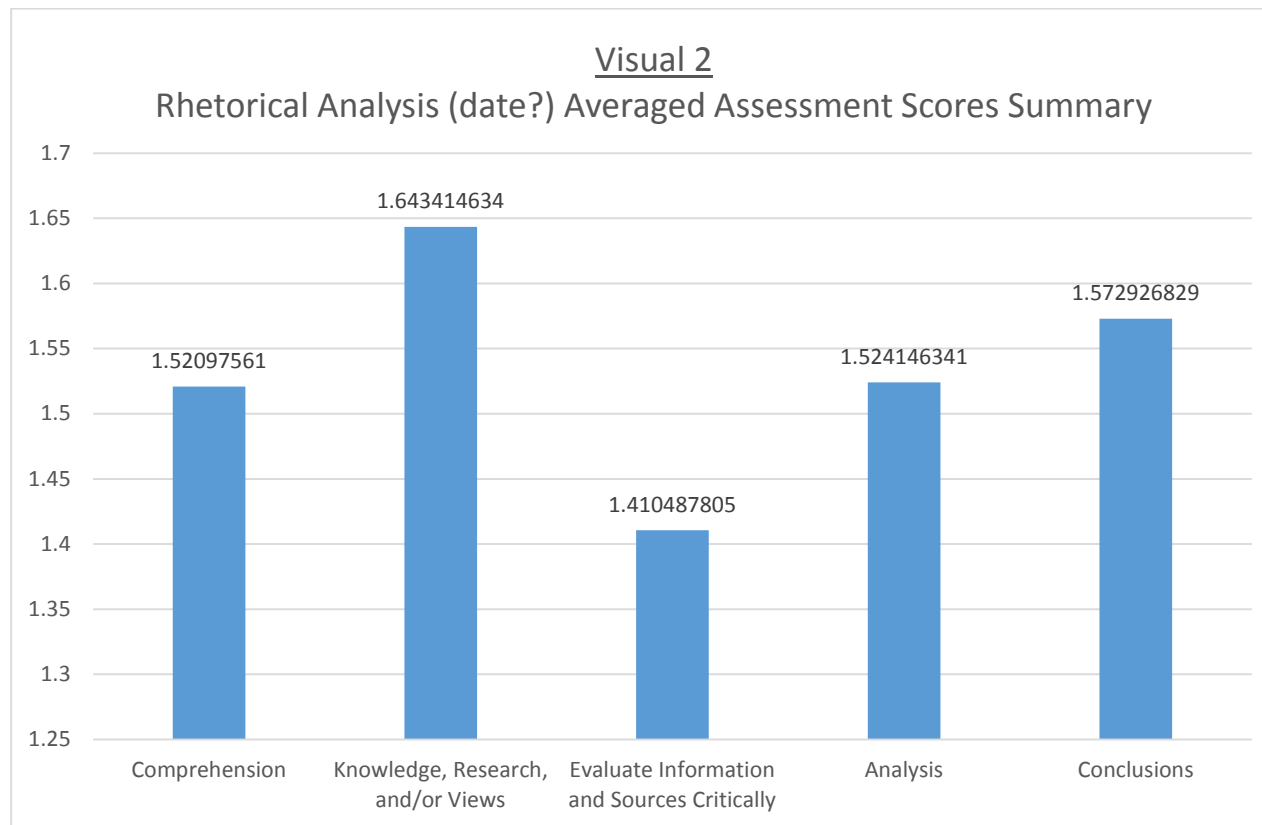
- Provide a visual that summarizes the results

Visual 1

**Compare and Contrast Credible Sources of Wellness Information
Averaged Assessment Scores**

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	Student Average
Comprehension	1.17	1.17	1.17	1	1	1.33	1.17	1.17	0.5	1.5	1.67	0.17	1.33	1.33	0.17	2	1.17	1	2.67	1.17	1.17	2	2.5	1.83	1.17	2.33	2	2.33	2	1.67	2.17	1	2	2.33	2.5	2	1.5	1.67	2	1.33	1	1.52097561
Knowledge, Research, and/or Views	1.83	1.5	1.7	1.5	1	1.83	0	1.67	0	2	1.67	0.17	1.5	1.33	0.83	1.5	1.83	1.17	2.5	1.5	1.17	2	2.17	2	1.5	2.5	1.83	2.17	1.83	1.67	2	1.5	2	2.17	2.67	2	1.83	1.83	2.17	1.67	1.67	1.643414634
Evaluate Information and Sources Critically	1.17	1.5	1	1	0.5	1	0.67	1	0.5	1.5	1.33	0.17	1.17	0.83	0.17	1.5	0.67	0.83	2.67	1	1	2.33	2.5	2.33	1.33	2.33	1.67	2	1.83	1.5	1.67	1	2	2.33	2.67	2	1.5	1.5	2	1.33	0.83	1.410487805
Analysis	1.5	1.5	1.33	1.33	1	1.17	0.67	1	0.17	1.5	1.5	0.17	1.33	0.83	0.33	1.83	0.67	0.83	2.5	1	1	2.5	2.5	2	1.5	2.5	1.83	2	2	1.5	2.33	1.17	2.33	2.67	2.67	2.17	1.33	1.83	2	1.33	1.17	1.524146341
Conclusions	0.83	1.5	1.17	1.17	1	1	0.33	1.17	0.5	1.67	1.83	1	1.33	1	0.5	1.5	0.5	0.5	2.83	0.83	1	2.5	2	2.17	1.83	2.83	2.33	2.17	2	1.5	2.17	1.17	2.5	2.83	3	2.33	1.67	1.83	2	1.33	1.17	1.572926829
Overall	1.3	1.43	1.27	1.2	0.9	1.27	0.57	1.2	0.33	1.63	1.6	0.34	1.33	1.06	0.4	1.67	0.97	0.87	2.63	1.1	1.07	2.27	2.33	2.07	1.47	2.5	1.93	2.13	1.93	1.57	2.07	1.17	2.17	2.47	2.7	2.1	1.57	1.73	2.03	1.4	1.17	1.534390244

	Student Average	Overall
Average	1.534390244	1.534634146
Median	1.54695122	1.235



- **Provide a narrative of your findings**

Assessment sub-committee observations:

- 1) Having never done this before, we were not at all sure what to expect. We were hoping that on average the students would perform at level two within our rubric, with a level one being unacceptable.
- 2) Twelve students (or 30%) earned an average overall score of higher than 2.
Seven students (or 17.5 %) earned an average overall score lower than 1.
Fourteen students (or 35%) earned an average overall score between 1.1 and 1.4.
Seven students (or 17.5 %) earned an average overall score between 1.4 and 1.9.
- 3) We suspect that the variation in score reflects the level at which the students/faculty took the assignment seriously. While all faculty agreed that this assignment would be worth 20% of the overall student grade, it still remains unclear whether or not the students were systematically prepared to do the assignment.
- 4) It is unclear that the students were really being asked to do their own research, thus making it difficult to apply the knowledge, research and/or views criterion to this common assignment.

Impact Section (1-page maximum)

- **Describe the collaboratively agreed upon changes, specific next steps, timetable for implementation of changes and re-assessment**

Assessment sub-committee recommendations:

- 1) Re-assess outcome in fall 2014 (in progress) after implementing changes, as explained below.
- 2) Modify assessment rubric to be closely aligned with the assignment and to eliminate redundancy. The revised criteria are:
 - Comprehension
 - Critical evaluation and analysis of sources
 - Conclusions
 - Written communication skills (a new component)
- 3) Give more choices to instructors. For example, instructors may choose the “media” or form of resource they should like the students to evaluate, including website, advertisement, popular media magazine or research articles.
- 4) Focus on moving all students in a more systematic and consistent way to level 2 through the implementation of a common lecture and/or suggestions to instructors to incorporate class or self-study activities (e.g., a one page worksheet) that increase students’ understanding of the material.
- 5) Make sure that all stakeholders understand that this is a high stakes assignment and devote sufficient amounts of time and effort to it. In the first round of assessment this assignment was worth 20% of final grade, which was deemed too high by the faculty when course objectives and entire content are taken into account. Thus, it was reduced to 15% for Fall 2014.

Sample Common Assignment
Dimensions of Well-Being
Finding Credible Resources
(15% of the final grade)

Consumers frequently rely on the Internet, magazine articles, advertisements, and health research to find health information. However, it is not always apparent which resources are credible. The purpose of this assignment is to:

- a) learn how to identify credible health resources, and
- b) use your knowledge to evaluate these resources.

BACKGROUND WORK:

- a) Click on the link <http://nnlm.gov/outreach/consumer/evalsite.html> to access an article “Evaluating Health Websites” on the National Network of Libraries of Medicine website. Read and become familiar with the website evaluation criteria.
- b) View the tutorial “Evaluating Internet Health Information: A Tutorial from the National Library of Medicine” at <http://www.nlm.nih.gov/medlineplus/webeval/webeval.html> to further your knowledge of this topic.
- c) Print and read worksheet related to evaluating resources for credibility
 *INSTRUCTOR CHOICE: A ONE PAGE WORKSHEET CAN BE CREATED FOR STUDENTS TO COMPLETE WHILE VISITING THE WEBSITE AND TUTORIAL LINKS. THIS WORKSHEET COULD BE COMPLETED PRIOR TO GIVING THE REST OF THE ASSIGNMENT TO BE SURE THAT EVERY SECTION IS PROPERLY UNDERSTOOD AND ADDRESSED.

ASSIGNMENT:

*INSTRUCTOR CHOICE: EACH INSTRUCTOR MAY CHOOSE THE “MEDIA” OR FORM OF RESOURCE THEY WOULD LIKE THE STUDENTS TO EVALUATE. OPTIONS INCLUDE: WEBSITE, ADVERTISEMENT, POPULAR MEDIA MAGAZINE, OR RESEARCH ARTICLE. INSTRUCTORS MAY ALSO CHOOSE TO HAVE STUDENTS EVALUATE A “GOOD” RESOURCE AND THEN SEARCH TO FIND A “BAD” RESOURCE TO COMPARE AND CONTRAST.

1. Evaluate the following (website, advertisement, popular media magazine, or research article) step-by-step according to the criteria provided by the National Network of Libraries of Medicine: (a) through (e). Support each criterion with specific examples and evidence.
 - a) Accuracy
 - b) Authority
 - c) Bias/Objectivity
 - d) Currency/Timeliness
 - e) Coverage

State your conclusion: Based on your analysis and investigation, did you find this resource credible? Your conclusion has to match the evidence.

2. Now, find another resource (website, advertisement, popular media magazine, or research article) that is similar in terms of well-being content area. Evaluate this resource according to the same criteria [(a) through (e)]. Support each criterion with specific examples and evidence, just like you did for previously assigned resource. Each

State your conclusion: Again, based on your analysis and investigation, did you find this resource credible? Your conclusion has to match the evidence.

3. **CONCLUSIONS:** After reviewing the two (and may be other) resources, what is your opinion about the information available? Is this something you would personally try and/or recommend to someone you know? Why yes or why not?

WRITING QUALITY AND PRESENTATION: A high quality assignment will be written in paragraph format, showing clarity and attention to detail, provide concrete examples for statements, follow standard organization (including introductory paragraph, body of the paper, and concluding paragraph), and avoids spelling, grammar, and stylistic errors.

Appendix D Spring 2014 Dimensions of Well-Being LAB Direct Assessment Report

Methods Section

- **Provide a list of your current category goals and outcomes, highlighting the goal/outcomes assessed for this report.**

LAC Category 1D: Dimensions of Well-Being

The purpose of the Liberal Arts Core is to actively engage students to become self-aware participants in their own personal development through thoughtful and informed decision making, promotion of lifelong learning, enlarging the scope of their world to global issues and diverse cultures, and increasing their strategies for solving complex problems they will encounter in the future. As such, the Dimensions of Well-Being sequence will expose students to a comprehensive framework in which they can implement their holistic knowledge about wellness into their day to day lives. While each course has its own specific learning outcomes, the two courses share three common overarching goals.

Common overarching goals (NOTE that the goals have been revised for the Fall 2014 semester):

- 1) Students will recognize that wellness affects all aspects and quality of life.
- (2) Students will be able to apply decision-making processes to improve well-being.
- (3) Students will be able to articulate why wellness is important.

NOTE: To satisfy the LAC Category 1 D requirement students are required to successfully complete both courses within the Dimensions of Well-Being sequence: Dimensions in Well-Being-1hr and Dimensions in Well-Being Lab-1hr

HPELS 10XX *Dimensions of Well-Being Lab* (1hr)

This course promotes wellness as its central integrating theme. Wellness can be thought of as a concept wherein one's physical, social, intellectual, and emotional components are addressed in a holistic fashion. Throughout this course, you will gain knowledge and skills related to your own wellness, as well as acquire beginning level skills related to the lab activity of your choice. The essential outcome of Dimensions of Well-Being and your laboratory wellness course includes the acquisition of knowledge and development of skills and attitudes necessary for implementing positive wellness decisions. One goal related to these lab courses is to provide students an opportunity to be introduced to a lifetime wellness activity. Such an activity, if embraced, may increase the quality of one's life.

Upon completion of Dimensions of Wellness students can:

- | | |
|----------------|--|
| DWBL Outcome 1 | Know how to self-assess |
| DWBL Outcome 2 | Apply knowledge from self-assessment to create goals |
| DWBL Outcome 3 | Ability to perform basic techniques of a specific activity |
| DWBL Outcome 4 | Identify situations that illustrate how wellness can impact me |

(Please note that the course goals and outcomes were revised after Spring 2014, which was the first semester we offered Dimensions of Well-being as a pilot course. The final version of goals and outcomes is included in Form L).

- **Describe the artifact(s)/student work evaluated**

The Dimensions of Well-Being Lab randomly selected student work from all of the spring 2014 Dimensions of Well-Being Lab sections. In the student papers selected, students were asked to reflect on their experience in the course.

See below for sample common assignment

- **List the research/study questions you used to adapt the AAC&U rubric for your area**

Can students articulate why well-being is important and identify situations that illustrate how well-being can impact them?

- **Attach a copy of the rubric(s) you used to analyze the student work**

Dimension of Well-being Lab, <u>Course Level</u> Assessment Rubric Goal 3: Students will be able to articulate why well-being is important. Outcome 3B: Identify situations that illustrate how well-being can impact me.				
	Proficient (4)	Moving to Proficiency (3)	Limited Evidence of Proficiency (2)	No Evidence of Proficiency (1)
Explanation of issues (Knowledge)	Well-being concepts are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Well-being concepts are stated, described, and clarified so that understanding is not seriously impeded by omissions.	Well-being concepts are stated but description leaves some terms undefined or ambiguous.	Well-being concepts are mentioned, but without clarification or description.
Connections to Experience (Skill)	Meaningfully synthesizes connections between skills learned in the classroom and shows a deepened understanding of how those skills broaden own points of view.	Effectively selects and develops examples of skills learned in the classroom to life experiences and concepts from of fields of study.	Identifies connections between life experiences and skills gained in the course.	Infers that there are connections between life experiences and skills gained in the course but makes no specific connections.
Reflection and Self-Assessment (Application)	Envisions a future self that includes well-being.	Evaluates changes in own well-being over time, recognizing complex contextual factors.	Articulates future benefits of well-being within specific performances or events.	Describes own well-being with general descriptors of success and failure.
Control of Syntax and Mechanics (Written Comm. Skills)	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Organization and Disciplinary Conventions (Written Comm. Skills)	Demonstrates detailed attention to and successful execution of writing conventions particular to the writing task including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to the writing task, including organization, content, presentation, and stylistic choices.	Follows most expectations appropriate to the writing task for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.

- **Attach a copy of the assignment you used to analyze the student work**

See below.

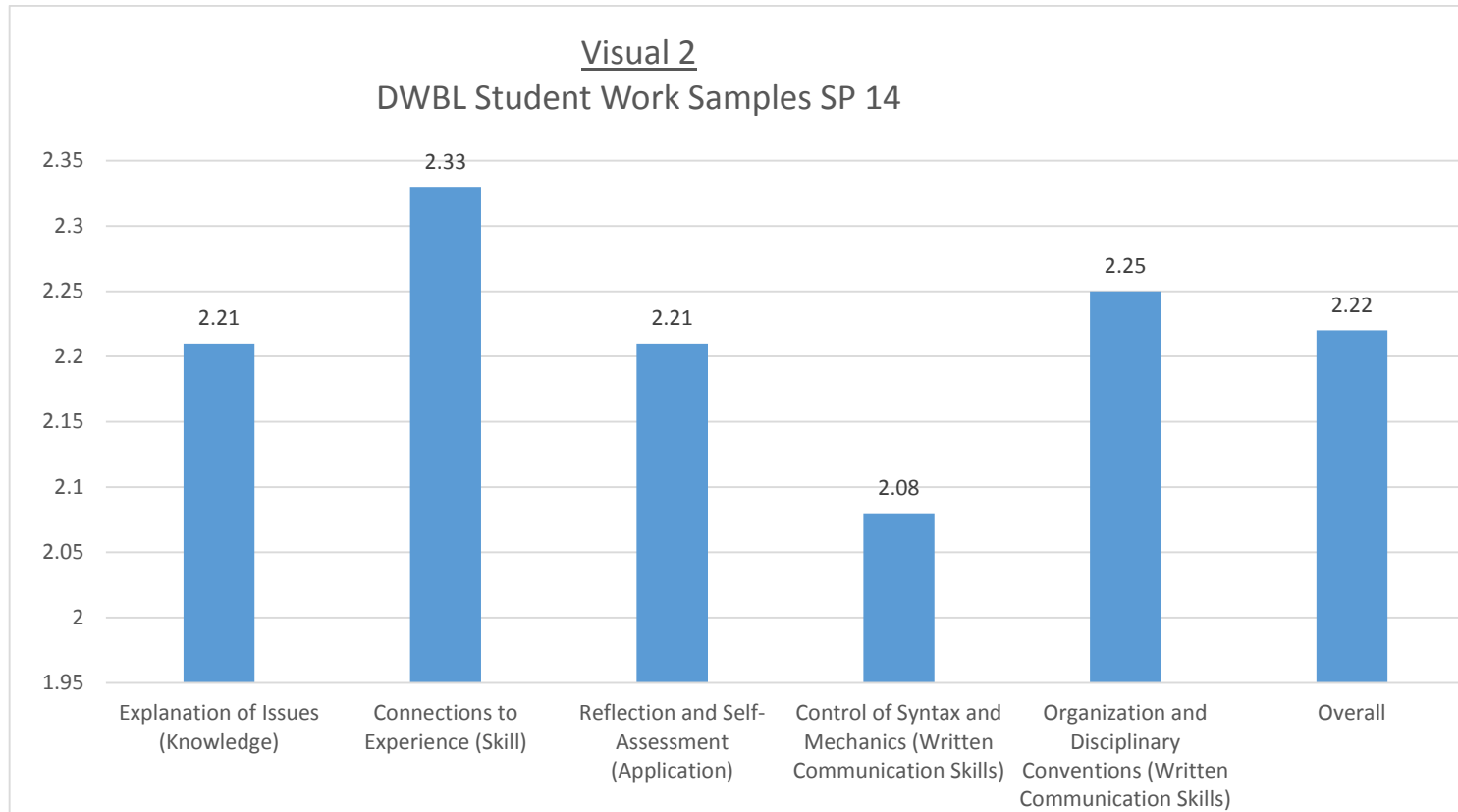
Results Section (2 page maximum)

- Provide a visual that summarizes the results

Visual 1

Averaged Assessment Scores

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	Student Average
Explanation of Issues (Knowledge)	2.9	2	2.5	2.5	1.75	3.25	2.13	2.25	1.75	1.88	2.88	1.63	1.63	1.38	2.38	2.5	2.63	2.13	2.75	1.5	2.5	1.5	2.38	2.13	2.25	2.25	2.21
Connections to Experience (Skill)	2.75	2.25	3.25	2.25	2.5	3.5	1.75	2.75	1.5	2	2.63	2.25	1.25	1.63	3	2.63	2.75	2.38	2.63	1.38	2.88	1.75	2.5	2	2.38	2.13	2.33
Reflection and Self-Assessment (Application)	2.5	2	2.75	2	2.13	3.13	1.63	2.63	1.75	1.75	2.25	2.38	1.38	2	3	2.63	2.5	2.5	1.88	1.5	2.5	1.75	2	2.75	2.13	2.13	2.21
Control of Syntax and Mechanics (Written Communication Skills)	2.5	2	3.13	2.75	1.75	2.63	1.75	2	1.5	2.13	1.88	1.75	2	2.38	2	2.38	2.13	2	2.38	1.38	2.38	1.5	2.13	2	1.88	1.75	2.08
Organization and Disciplinary Conventions (Written Communication Skills)	2.25	2	3.13	2.25	2.25	3	2	2.25	2.13	2.13	2.25	2	2.25	2.63	2.13	2.5	2.25	2.63	2.25	2.13	2.38	1.63	2.25	2	2	1.75	2.25
Overall	2.6	2.1	2.95	2.4	2.1	3.1	1.9	2.4	1.7	1.97	2.4	2.0	1.7	2.0	2.5	2.53	2.5	2.33	2.34	1.6	2.53	1.63	2.25	2.18	2.13	2.0	2.22



- **Provide a narrative of your findings**

Observations:

- 1) One student (or 4%) earned an average overall score of higher than 3.
Four students (or 15.4 %) earned an average overall score between 2.5 and 3.
Fifteen students (or 57.7%) earned an average overall score between 2 and 2.49.
Six students (or 23.1 %) earned an average overall score between 1.5 and 1.99.

Possible discussion questions:

- a. *Given the rubric descriptors what would the faculty consider to be acceptable proficiency for this course? Would the proficiency level be the same for each criterion?*
- b. *Are there any specific areas of weakness that the 23.1% who were assessed below a 2 have in common? Are there ways to address those weaknesses?*
- c. *Notice that the lowest average score was given for writing. What could we do to help students improve their writing skills?*

Impact Section (1-page maximum)

Faculty comments, discussion and proposed actions:

The DWB faculty felt that the assessment rubric should be revised to better match DWB objectives, student level of proficiency and nature of the assignment. For example, none of the students scored 4 (“proficient”) in any of the categories, which is actually not surprising. Considering that a large proportion of our students was freshmen, a level 4 proficiency by the end of a one credit hour lab course is not a realistic expectation, particularly for the written communication skills category.

DWB faculty who participated in the assessment retreat commented that the rubric was somewhat difficult to use. For example, differences between “proficient” and “moving to proficient” were rather subtle for some criteria.

Lastly, one of the written communication criteria (“Organization and Disciplinary Conventions”) was not applicable to this assignment because students were asked to write a reflection paper using a preset format provided by the instructor. Also, out of five criteria, two categories were written communication skills and accounted for 40% of the student’s overall score. Considering that the main focus of DWB activity labs is on the development of activity related knowledge and skills and writing being a small component, weighing writing at 40% seems disproportional and skews the overall score.

For the next round of assessment, we propose to:

- A. Revise and simplify the assessment rubric. For example, the rubric could have a 3 rather than 4 point scale: weak (0-1), proficient (1.5-2) and strong (2.5-3 points)
- B. Remove “The organization and disciplinary conventions” criterion because it is not applicable to this specific assignment.
- C. Have four criteria, each contributing 25% to the overall score:
 - a. Explanation of issues (knowledge)
 - b. Connections to experience (skill)
 - c. Reflection and self-assessment (application)
 - d. Control of syntax and mechanics (written communication skills)
- D. Goals:

- a. With a revised rubric in place, our goal is to have at least 70% of students to get an overall score of 2 or higher.
- b. Create a checklist of “Do’s and Don’ts of College Level Writing” to help students enhance their writing skills.

Sample Common Assignment
Dimensions of Well-Being
Reflection Paper

Common Assignment: The common assignment below was tailored to be used in all Dimensions of Well-Being lab courses.

HPELS 1059-XX Dimensions of Well-Being:
[Title of the Course]

Reflection Paper:

Type a two-three page paper reflecting on your time and experiences in **[Course Title]**. Please use 1" margins, 12 point font and double spaced. The paper should be well written and will be graded on organization, content, format, spelling and grammar. Type and use the following format and headings. Give clear responses and self-specific examples for each area below:

- **Knowledge:** Relate two specific pieces of information which you did not know prior to the start of this class. Why is this information important to your well-being?
- **Skills:** State two specific skills that you have gained in this course. Why are these skills important to your well-being?
- **Application:**
 - a) What have you learned in this class that you are now using to improve wellness in your daily life? Think about the various Dimensions of Wellness discussed in class. Refer to the introductory lecture on the dimensions of wellness (posted on eLearning). State and explain two examples.
 - b) How will the skills you have learned in this class benefit your well-being in the future? How will this be useful to you?

Total Points Possible 20	Not Evident/Limited (0-2 points)	Present/Proficient (3-5 points)
Knowledge	Does not include a description or includes an inaccurate or incomplete description of concepts learned. Reasoning for choices is unclear or not provided.	Lists one or more distinct pieces of information gained, describes each accurately and states clear reasoning.
Skills	Does not include a description or includes an inaccurate or incomplete description of skills learned. Reasons for choices not clear or provided.	Lists one or more distinct skills gained in this course and describes each accurately, along with clear reason for the choices.
Application	Provides an unclear or unrealistic application or provides no justification/rationale	Associates knowledge and skills with lifelong application and does so clearly and realistically. If no association made, provides a clear justification.
Writing Conventions	Organizational format, grammar and sentence construction are below the college level and interfere with readability. More than minimal errors.	Organizational format, grammar, sentence construction, and readability are at the college level. Minimal errors.

Dimensions of Wellbeing (DWB)

Consultation with LACC

January 23, 2015

- DWB: a combination of 1 credit hour lecture and 1 credit hour lab
- Offered on an experimental basis: Spring 2014, Fall 2014 and Spring 2015
- Course Goals and Outcomes:

Goal 1: Students will recognize how wellness affects all aspects and quality of life.

Outcome 1A: Describe and differentiate the 6 dimensions of wellness and apply to content area.

Outcome 1B: Identify situations that illustrate how wellness impacts individuals, society and/or environment.

Goal 2: Students will be able to improve wellbeing using both theory and practice.

Outcome 2A (Lecture): Explain wellbeing via a theoretical perspective.

Outcome 2B (Lecture): Know how to self-assess to create goals.

Outcome 2C (Lecture): Demonstrate consumer, health, or media literacy skills.

Outcome 2D (Lab): Demonstrate knowledge of a specific activity (may include terminology, rules and regulations, strategies, and safety).

Outcome 2E (Lab): Perform basic techniques and skills of a specific activity.

- Common Components:
 - All sections are aligned with the course goals and outcomes
 - Course assessment: tools to assess selected course outcomes, e.g., common assignments
- Assessment & Results
 - Direct:
 - Student work sample (common assignments); Spring 2014
 - Results: good baseline data; helpful in identifying strengths and limitations of assessment tools and making appropriate changes
 - Indirect:
 - Student surveys (pre/post): knowledge, skills, attitudes, integration of learning; Spring 2014
 - Student experience in courses taught by graduate assistants; Fall 2014
 - Faculty survey: course satisfaction; Fall 2014
 - Results: Survey results are overwhelmingly positive
- Staffing and Budget
 - Lab course fees: \$10 fitness/conditioning, \$20 skills, \$50 outdoor
 - Need to offer: 18-22 lecture sections and 30-40 lab sections each semester

FORM C -- CHANGES TO AN EXISTING COURSE
--

☐ (Check this box, if the following is true.) The proposed change is an editorial change to course title, number, or description.

DEPT/SCHOOL: Biology

COLLEGE: ☐ Humanities, Arts and Sciences _____

1. Present Course Number: BIOL 1033 _____
Present Course Title: Principles of Microbiology _____
Present Credit Hours: 3 _____
Present Description:

Basic concepts and practical applications of microbiology in medicine, immunology, sanitation, and food preparation in daily life. Designed for students majoring in areas other than the sciences. For biology majors and minors counts only for university elective credit. Sections may be offered exclusively for nurses in training. Discussion, 2 periods; lab, 2 periods.

Present Prerequisites, including any "hidden" prerequisites: _____

2. Identify all proposed change(s):
- a. Course # change, including an add/drop of graduate-level course designation
Click here to enter text.
 - b. Title change Click here to enter text.
(If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar)
 - c. Credit hour change 4 credits
 - d. Description change
(Limited to 280 characters, including spaces and prerequisites)

Basic concepts and practical applications of microbiology in **daily life; health and disease including basic aspects of immunology and host-microbe interactions**. Designed for students majoring in areas other than the sciences. For biology majors and minors counts only for university elective credit. Sections may be offered exclusively for nurses in training. Discussion, **3 periods**; lab, 2 periods.

- e. Prerequisite change Click here to enter text.
(Note that any "hidden" prerequisites must be explicitly listed and all cross-listed graduate-level courses must, at a minimum, include the statement: "Junior Standing")
3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department.

N/A

4. Explanation and justification.

The course BIOL 1033 “Principles of Microbiology” is being taught by a new faculty member and is undergoing major changes in both lecture and lab with the goal of better serving the needs of pre-nursing students. The current (new) focus of the course is on the interactions between microbes, the environment, and the human host and how these interactions influence health and disease. Adding an additional lecture period will allow coverage of the immune system, resistance to anti-microbial drugs, hospital acquired infections (HAI), sexually transmitted diseases (STDs) and global health.

Currently BIOL 1033 “Principles of Microbiology” does not require any college level biology or chemistry prerequisites, which limits the ability of some students to comprehend the material. Adding an additional lecture period will also allow coverage of basic chemistry and biology.

Currently, BIOL 1033 “Principles of Microbiology” is a three (3) hours credit course consisting of two periods of lecture and a lab period of two hours. We propose to add a lecture period which will increase the number of credit hours to a total of four (4). This change should allow time for additional background as well as broaden the material presented. Furthermore, increasing the number to four (4) credit hours will match the microbiology requirements of an increasing number of nursing schools, including the College of Nursing at the University of Iowa.

5. If this course is becoming cross-listed as a graduate course, answer the following questions.

a. Explain why the course is appropriate for graduate students.

enter text here

b. Describe the differences in requirements for graduate students.

enter text here

c. Have the departmental graduate faculty approved this change?

☐ Yes ☐ No

6. If the course number is to be changed (other than [adding or dropping the 5000-level](#)), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

☐ Yes ☐ No

If YES, explain why.

enter text here

7. Describe how the proposed change(s) will affect the usage of computer resources and facilities.

No affect.

8. Summarize the needs for additional Library resources and services that this change will require.

No changes – the current holdings are sufficient.

9. Consultation summaries: check [☒] appropriate response(s).
 [Must consult with all departments identified in #3 and #7 above].

For Department and LACC (Form J) consultations:

Departments Contacted For Consultation	No Impact	Has Impact - No Objections	Has Impact -Has Objections	Requests Further Consultation	Resolution Not Possible	No Response
LACC						

For Library (Form J-L) Consultations:

- ☐ No further consultation needed
☐ No further immediate consultation needed
☐ Further Consultation needed.

For Teacher Ed. (Form J-T Ed.) Consultations:

- ☐ No further consultation needed
☐ Further consultation needed with Office of Teacher Ed.
☐ Further consultation needed with Council on Teacher Ed.
☐ After further consultation, it appears there can be no resolution of this concern at this time

10. Will this curriculum change increase the total budgetary requirements of the Department?

☒ No
☐ Yes

- a. If NO, explain why not.

A lecture period is being added; the amount of laboratory time is not changing, thus there is no additional cost.

- b. If YES, identify the **total costs**.

(1) Staff	\$ _____
(2) Additional facilities	\$ _____
(3) Equipment	\$ _____
(4) Support personnel	\$ _____
(5) Library requirements	\$ _____
(6) Computer service	\$ _____
(7) Educational technology	\$ _____
(8) Other services (identify)	\$ _____
Click here to enter text.	\$ _____

TOTAL COSTS \$ _____

FORM J – CONSULTATION

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
- If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objection.
- Both parties are then expected to work together to attempt to find a solution to their differences.

NOTE: Any proposed change that has an impact on Teacher Education must be reviewed by the Council on Teacher Education (use Form J-T Ed). Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC. (Use Form J). For Library consultations, use Form J-L.

DATE 11/17/14

TO: LACC (Name of Department/College or LACC affected by proposal)

Dr. Deedee Heistad - 0406 (Name of Dept. Head, Dean or LAC Coordinator affected by proposal)

FROM: Biology (Name of Department initiating proposal)

Dr. David Saunders - 0421 (Name of Department Head initiating proposal)

RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION** (List title)

Increase the credit hours for BIOL 1033 "Principles of Microbiology" to 4 credits.

This course currently satisfies the LAC Category 4 lecture and lab requirement for pre-nursing students. Adding an additional lecture period will not change this.

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department/college being consulted or the LAC. The responding body should take **no more than two weeks** to reply to this consultation request during the regular academic year. **If there is no response after four weeks, the UCC/GCCC will take that as an indication that the recipient has no objection to the proposed change.**)

Signatures of Initiators:

Initiating Department Head _____ Date _____

Curriculum Committee Chair _____ Date _____

DATE

TO: _____ (Name of Department initiating proposal)

_____ (Name of Department Head initiating proposal)

FROM: _____ (Dept., College or LACC responding to proposal)

_____ (Name of Dept. Head, Dean or LAC Coordinator responding to proposal)

RE: RESPONSE TO PROPOSED CURRICULUM CHANGE

(The curriculum proposals for which consultation was initiated should be specified and the anticipated effects those changes are likely to have should be identified by the body consulted)

enter text here

Based upon departmental faculty review and any subsequent consultation with you, our department/college/LACC:

__ Does **NOT object** to the above proposal -- it **does NOT impact** us.

__ Does **NOT object** to the above proposal -- it **does impact** us.

__ **Objects** to the proposal -- it **does impact** us.

(Identify reasons for the objections and a summary of the consultation efforts to date which have **not** resolved the objections).

__ Our department/college/LACC **requests further consultation** on the above issues.

__ Our department/college/LACC does **not** believe this can be resolved with further consultation (identify reasons).

COMMENTS:

enter text here

Signature of Respondent(s):

Dept. Head, Dean or LAC Coordinator _____

Date _____

Dept. Curriculum Committee Chair _____

Date _____