

# General Education Program Assessment Report, Foundation Level: Wellness, 2015-2016

April 4, 2017

The table below summarizes the number of portfolios submitted for Wellness in 2015-2016 and the total number of students assessed in the courses in the second round in comparison to the first round assessment in 2013-2014.

Table 1: Summary of Course Portfolio Submission Data

<b>Wellness</b>	2013-2014	2015-2016
ePortfolios submitted:	4	11
Students assessed:	671	1,516

## EVIDENCE OF STUDENT LEARNING

The table below summarizes the number of students whose academic performance was assessed specifically for each learning outcome in the Foundation Level Wellness Category. The data reveals that most of the students demonstrated satisfactory achievements in this category during the second round of assessment.

Table 2.A -B: Summary of findings from the review of course portfolios pertaining to student learning

2.A. Data from 2013-2014 Report with the previous set of Wellness LOs measured:

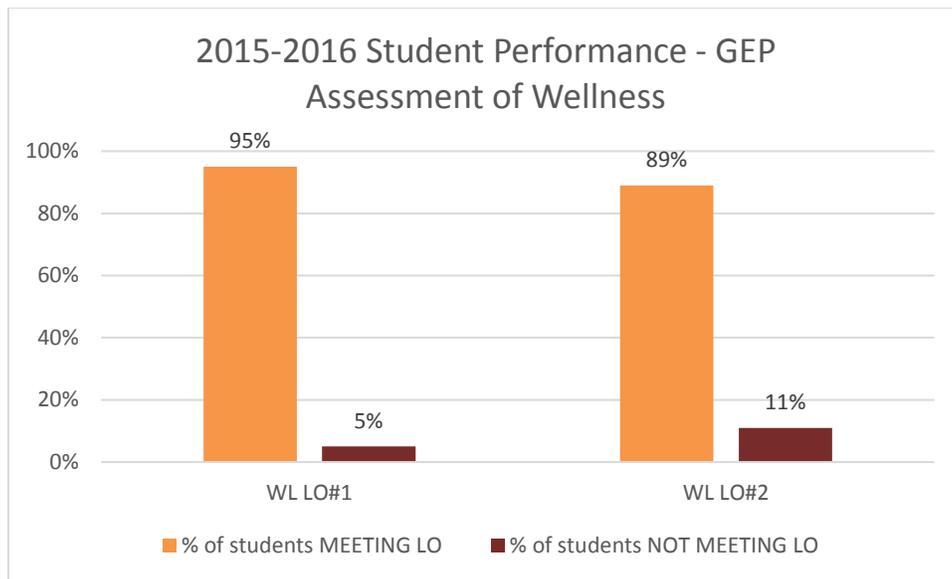
LO#	Upon completing this requirement, students will be able to:	%
LO 1	Identify the seven dimensions of wellness	<b>67</b>
LO 2	Recognize the interaction between each dimension of wellness and their overall impact on personal, national and global health and well-being	<b>67</b>
LO 3	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness	<b>67</b>

2.B. Data from 2015-2016 with the revised set of Wellness LOs measured:

LO#	Upon completing this requirement, students will be able to:	# of students assessed	% meeting the LOs
LO 1	Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being.	1,180	<b>95%</b>
LO 2	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	602	<b>89%</b>

	# of students assessed for LO	# of course portfolios assessing LO	% of students MEETING LO	% of students NOT MEETING LO
WL LO#1	1,180	8	95%	5%
WL LO#2	602	5	89%	11%

**Total number of students assessed in this category = 1,516**



## INSTRUCTION REVIEW

In 2015-2016, the Faculty Learning Community assessed 11 course portfolios and examined the assessment results of learning activities that involved over 1,500 of students. This data represents a high level of improvement from the first round of assessment of Wellness in 2013-2014: 275% more courses were assessed and 222% more students were assessed during the second round. The second round results also demonstrate positive findings. 1) UWSP students are meeting the GEP learning outcomes for Wellness; 2) more instructors are involved in offering Wellness courses; 3) courses offer more learning opportunities to students to meet the revised learning outcomes; and 4) student learning has improved as the data shows – 95% and 89% of students assessed meet the revised Wellness Learning Outcomes versus 67% in the first round.

To preserve the anonymity of the instructors involved, the table below combines the summary data from Course Portfolio Rubrics for each category as well as the overall results.

Table 3 A-B: Summary of Course Portfolio Rubric Data from Wellness Faculty Learning Community

3.A: Table from 2013-2014 Report - Summary of Course Portfolio Rubric Data for Wellness Faculty Learning Community

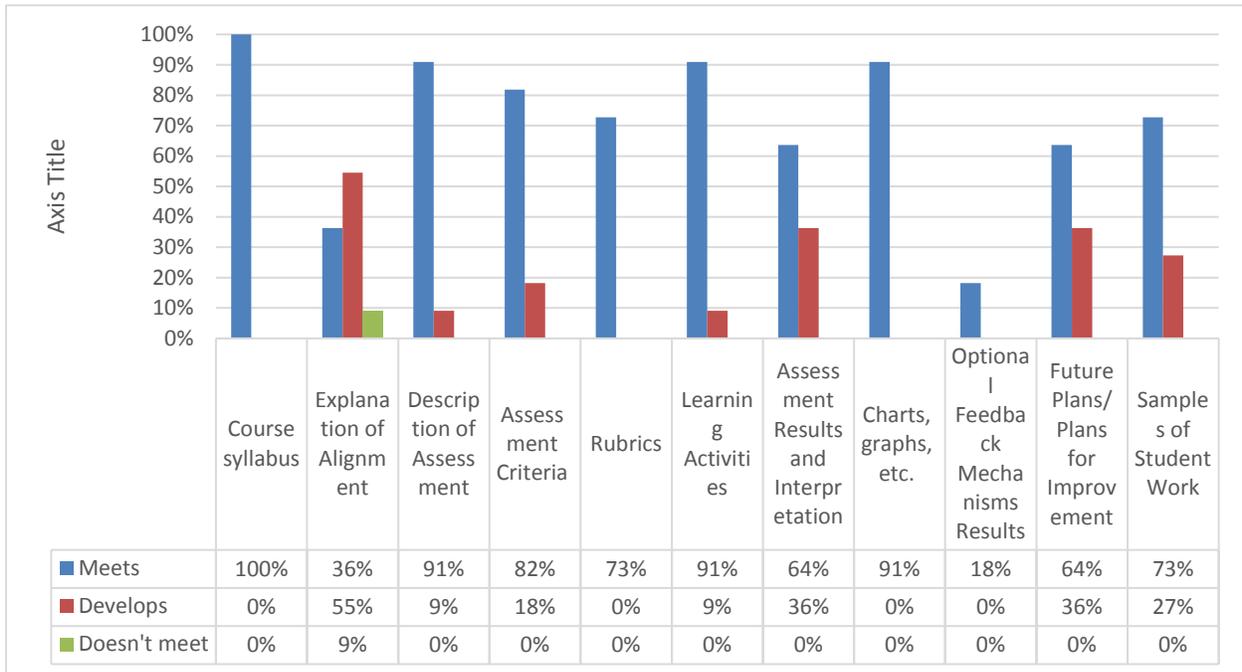
	<b>Wellness</b>	Meets Expectations	Developing	Does Not Meet Expectations	No Level Selected	Optional Element Not Included
1	Course Syllabus	67	33	0	0	0
2	Explanation of Alignment	100	0	0	0	0
3	Outcomes Measured	100	0	0	0	0
4	Description of Activities Assessed	100	0	0	0	0
5	Rubric (Optional)	100	0	0	0	0
6	Description of the Criteria	100	0	0	0	0
7	Summarize Assessment Results	0	67	0	33	0
8	Charts, Graphs, and/or Tables (Optional)	33	0	0	0	67
9	Results from Other Feedback Mechanisms (Optional)	33	0	0	0	67
10	Samples of Student Work	100	0	0	0	0
11	Plans for Improvement	100	0	0	0	0

3.A: Data from 2015-2016 Assessment

	Meets		Develops		Does not meet		Not selected	
Course syllabus	11	100%	0	0%	0	0%	0	0%
Explanation of Alignment	4	36%	6	55%	1	9%	0	0%
Description of Assessment	10	91%	1	9%	0	0%	0	0%
Assessment Criteria	9	82%	2	18%	0	0%	0	0%
Rubrics	8	73%	0	0%	0	0%	3	27%
Learning Activities	10	91%	1	9%	0	0%	0	0%
Assessment Results and Interpretation	7	64%	4	36%	0	0%	0	0%
Charts, graphs, etc.	10	91%	0	0%	0	0%	2	18%
Optional Feedback Mechanisms Results	2	18%	0	0%	0	0%	0	0%
Future Plans/ Plans for Improvement	7	64%	4	36%	0	0%	0	0%
Samples of Student Work	8	73%	3	27%	0	0%	0	0%

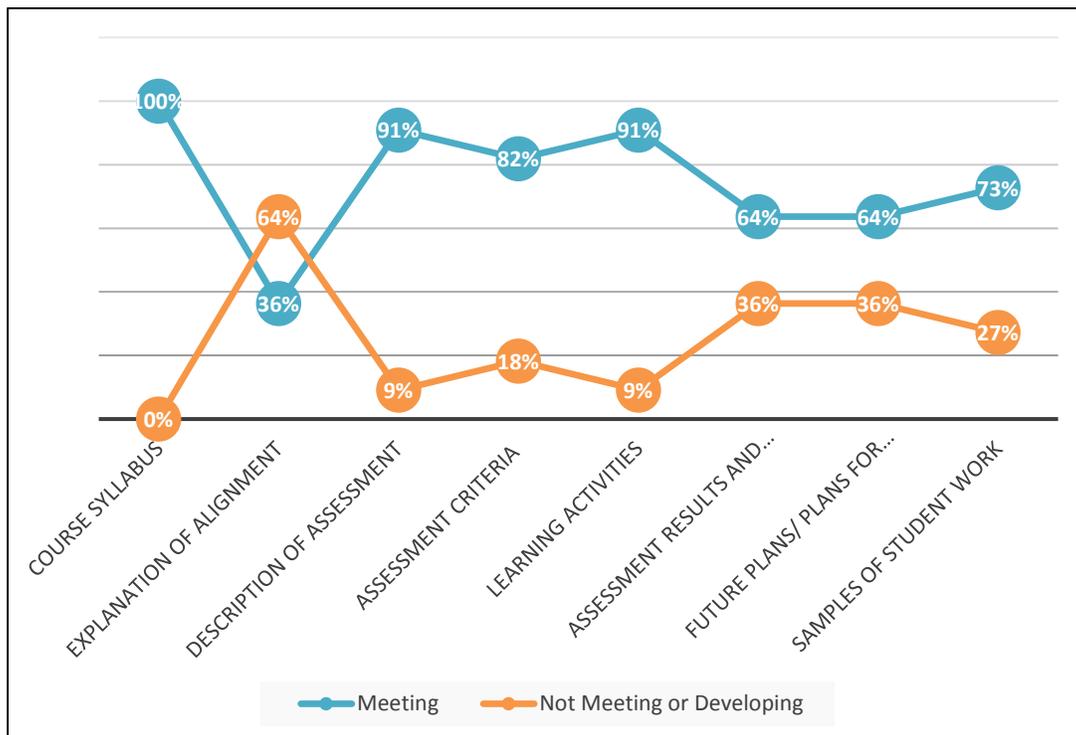
**Graph 1.A-B: 2015-2016 GEP Assessment for Wellness**

**1.A. Performance in All Criteria**



**1.B. Meeting versus Developing Towards & Not Meeting Expectations**

(Optional Elements such as Rubrics, Charts, or Other Feedback Mechanisms are omitted.)



### Positive Aspects:

As the charts above illustrate, the majority of instructors successfully completed all required components of the course portfolio and received positive feedback from the Faculty Learning Community. The FLC comments indicated that GEP learning outcomes were clearly identified in each syllabus in the majority of the submitted portfolios. The FLC members also commented that the revised learning outcomes for Wellness seem to be clear and assessable. The second round of assessment also demonstrated that the courses which resubmitted their portfolios two years later improved their alignment to this GEP category. In the second round of assessment, all the portfolios included syllabi and only one portfolio did not meet the expectations in only one area, Explanation of the course alignment with the GEP category assessed.

Most courses demonstrated successfully the ability to meet learning outcomes and provided quantifiable results. Many included a variety of real life applications either within or outside of the classroom, although sometimes it was difficult to differentiate between learning activities and assessment activities. The majority of courses used self-reflection as a tool for students to identify the impact of wellness in their lives, thus making students more responsible for their own education and providing them with learning opportunities to develop strong and healthy self-esteem, as well as to practice critical approach to evaluate their own patterns of behavior and life style.

It should be noted as well that many of the courses which cater to the biggest student population were the courses that received very positive feedback from the FLC members.

### Areas of Concern or Improvement:

The criterion that scored the lowest in 2015-2016 was the “Explanation of Alignment” in which 55% or 6 out of 11 portfolios were only developing towards meeting the expectations and 9% or 1 out of 9 portfolios did not meet the expectations. “Future Plans” and “Assessment Results and Interpretation” criteria also deserve attention since 36% or 4 out of 11 portfolios had “Limited explanation connecting assessment results with future plans to support and improve student learning of GEP category learning outcomes” and “A partial summary of assessment results” as well as partial interpretation, lacking in “detail and/or clarity” (Feedback Rubric, 2015-2016).

Some instructors are still using the previous set of learning outcomes. When outcomes are revised, more effort may be needed to make sure all instructors are aware of the changes.

### General Comments:

Feedback rubric used by the FLC members could be further revised since it still allows for “Not selected” option which provides unclear feedback about the portfolio elements. It was also pointed out that the use of ePortfolio was burdensome. Please see the qualitative feedback, provided by the FLC members, for additional details.

## EXECUTIVE SUMMARY AND RECOMMENDATIONS

Based on the quantitative and qualitative feedback provided by the Wellness FLC members, here are the general considerations and recommendations for the General Education Committee.

- Publicize further changes/ revisions of the GEP learning outcomes
- Examine ways to strengthen course alignment with the GEP learning outcomes. Some suggestions include,
  - Provide examples of clear alignment of GEP learning outcomes with in-class activities and assignments
  - Evaluate how much weight the Wellness assignments carry in the course
  - Include all GEP learning outcomes for the targeted category in the course syllabi
  - Provide additional professional development to help instructors improve assignments, rubrics, and assessment strategies
  - Ask current instructors to share model assignments, rubrics, and exam questions
- Change structure and formatting for the course portfolios. Some suggestions include,
  - Simplify format. PDF format seems to be preferred by the FLC members.

## CONCLUDING REMARKS

The second round of the GEP Assessment Process for Foundation Level in Wellness Category was successful in revealing satisfactory student learning as well as the areas of improvement in General Education instruction that need to be addressed in the future.