Assessment Data FCS315 (Fall 2017)

Learning Outcome:
2a. Students will develop an understanding of self that fosters personal wellbeing

Outcome Measure:
This is an essay on the final exam that is an evaluation of and reflection on the student's 4-week project (which is changing a behavior of their choosing). Their choice is to be connected to physical, spiritual, mental, emotional, relational, or environmental health.

Criteria for Success (how do you judge if the students have met your standards):
90% of the students will score at 22.5 points or above.

Longitudinal Data:

Term	Percentage of students scoring 22.5 or above.
Summer 2017	95%
Fall 2017	92%
Spring 2018	100%
Summer 2018	95%
Fall 2018	94%
Spring 2019	96%

Out of a possible 25 points

Summer 2018 (N=23)	Fall 2018 (N=33)	Spring 2019 (N=24, but 1 no project)
25 = 18 Students	25 = 19 Students	25 = 10
22.5 = 4	24 = 7	24 = 5
18 = 1	23 = 2	23.5 = 1
	22.5 = 3	23 = 1
	20 = 1	22.5 = 5
	18 = 1	20 = 1

Conclusions Drawn from Data:
From student self-reporting they found the project to be useful and significant in increasing their personal well-being. Students chose the following areas of wellness to work on improving:

Summer 2017
Spiritual – 9
Physical – 5
Emotional –1
Intellectual – 1
Relational – 3

Fall 2017
Spiritual - 9
Physical - 9
Emotional - 2
Intellectual - 2
Relational - 2

Spring 2018
Spiritual – 8
Physical – 11
Emotional – 6
Intellectual – 1
Relational – 4

Summer 2018
Spiritual - 9
Physical - 8
Emotional - 4
Intellectual - 1
Relational – 1

Fall 2018
Spiritual – 4
Physical – 10
Emotional – 9
Intellectual – 2
Relational – 8

Spring 2019
Spiritual - 8
Physical - 6
Emotional - 5
Intellectual - 1
Relational – 3

They learned about the process of changing a behavior which included setting realistic goals, researching information to guide them, being accountable, adjusting their plans if needed, being consistent, and processing their progress through daily journaling.

Narrative on 2018 - 2019 Data
The interconnectedness between all of the wellness domains seems to be identified with increasing frequencies and brings into question the validity of isolating each of the five domains for assessment. Interestingly "self-care" and self for the future are more frequently identified as motivation for behavioral change. It would be interesting to look at the course facilitator's role in discussions on topic where these themes have been generated.
In Spring of 2019, one student did not provide any submission for the assessed project (and failed the course). This data was included in the totals, but not the themes of the projects.

Changes to be Made Based on Data
The behavioral change project continues to be a significant learning experience and practical application of wellness practices. Project criteria are listed below.

Criteria	Ratings					Pts
Depth of Insight - Demonstrate insight into the change process	15.0 pts Distinguished - Shows excellent insight into the change process	12.0 pts Proficient - Shows good insight into the change process	8.0 pts Basic - Shows some insight into the change process	5.0 pts Below Expectations - Does not show insight into the change process, but makes an active attempt.	0.0 pts Non-Performance - Student does not turn assignment in, or the submission is lacking substantially.	15.0 pts
Quality of Research - Demonstrate quality research through use of relevant quotations	10.0 pts Distinguished - Shows evidence of thorough research using excellent resources. Uses at least 3 quotations.	7.0 pts Proficient - Shows evidence of research using good resources. Uses at less than 3 quotations.	5.0 pts Basic - Shows evidence of some research using average resources. Uses less than 2 quotations.	3.0 pts Below Expectations - Does not show evidence of researching	0.0 pts Non-Performance - Student does not turn assignment in, or the submission is lacking substantially.	10.0 pts

Total Points: 25.0

Conventionally, the content of this course is compartmentalized into the five wellness domains (assessed on first page). Course content and assessment need to be better bridged between these silos. Beyond changes made in individual wellness domains, the overall perspective of "self-care" needs to be more intentionally targeted as the culminating course outcome. The following changes need to be made in the revision of this course based on the data:

Course content. Additional content needs to be added to the course that bridges the five wellness domains and targets self-care as the interconnected culmination of these domains. In addition to facilitator discussion input, at least one assignment and/or discussion needs to be added on self-care.

Assessment. In addition to identifying targeted domain for behavioral change projects, add identification of secondary domain targeted in project.