

Liberal Studies
Report on C4 (Wellness) Course Assessment

July 2006

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Liberal Studies Assessment C4 Team

Introduction

This report assesses whether or not the C4 Wellness courses meet the goals of the liberal studies curriculum and the C4 wellness component. Our assessment is based on review of course syllabi, student work samples and a survey that was completed by the majority of C4 wellness course instructors. Before we define the particulars of our evaluation, we would like to provide some information regarding the C4 wellness core.

Background Information:

The move to a Liberal Studies Curriculum did not happen overnight. There was much discussion as to the core components of such a curriculum for the university. At one point there was some debate on whether or not to keep a wellness component. There was opposition, which stated that health and physical activity was not an integral part of liberal studies and that it would add too many hours to the curriculum. On the other side, there was support based on the premise that liberal studies are focused on developing the “whole” student, which includes his or her personal health and wellness.

When health is absent wisdom cannot reveal itself, art cannot become manifest, strength cannot be exerted, wealth is useless and reason is powerless--Herophiles, 300 B.C.

The advocates for physically active, healthy lifestyles proposed that including a wellness core would enhance a student’s ability to learn more effectively. Students would be positive participants in society who would be able to successfully navigate negative influences on their behavior such as stress, smoking, alcohol consumption, risky behaviors, inactivity, and over consumption of food. This may be our last chance to influence students to lead a healthy lifestyle before they enter the “real world”. For some non-traditional students, it is a chance to introduce or reinforce healthy behaviors.

Ten years ago, health officials had not yet coined the phrase, “obesity epidemic”. Most individuals were not aware that the weight of Americans was rising as our consumption of fast food increased and our activity levels decreased. The number of teenagers with type II diabetes or the number of overweight children was not headline news. Those of us in the health education field saw this scary trend emerging as we watched students entering college with health concerns

that are normally faced by middle aged adults, such as high blood pressure, diabetes, arthritis, obesity, low back pain, and sleep disorders. Hence the liberal studies wellness courses fill an essential need in our modern society.

We could spend the next several pages discussing the research related to the positive affects of a healthy lifestyle on academic performance, but that is not the focus of this report. Our report does focus on the assessment of the C4 wellness component and how effective the courses are at meeting the goals of the liberal studies program and the C4 wellness core.

Summary of Findings:

From our team's evaluation of the C4 wellness core we have determined that these courses have become an integral piece of our student's knowledge base to provide them with the personal health and fitness skills they need to be successful in college and beyond. As a crucial part of the liberal studies core curriculum, the wellness core allows us to prepare our students to be "contributing and informed citizens in a global community" with an emphasis on healthy lifestyle behaviors.

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Liberal Studies Assessment C4 Team
Liberal Studies Assessment of Wellness (C4) Course Materials

The committee examined course materials from the wellness courses in order to assess how well these C4 courses were meeting both the liberal studies goals and the wellness (C4) goals. The materials examined included both course syllabi and student work samples submitted by the course instructors.

There are shortcomings to this method. First, not all goals addressed in a course are specifically mentioned in the syllabus. An individual instructor may in fact do a very good job of addressing a specific course objective without mentioning it in the syllabus. Conversely, an instructor may say all the right things about a specific goal in the syllabus yet do a very poor job on that goal. Despite these shortcomings course syllabi can give us information about the instructor's goals and methods in a course.

Second, course materials may or may not be selected randomly. Some packets submitted by instructors seemed to include only high quality samples while others included both good and bad samples. In addition not all assignments address all course goals. It is quite possible that a particular goal might be covered in assignments that are not included in the samples we examined. Even with these limitations the student work samples do provide information about course goals that were addressed in these classes.

Third, by only evaluating whether or not goals were present or met, the evaluators did not comprehensively assess the types of assignments, projects, or learning opportunities that the students were asked to complete in these C4 courses or to see if instructors used similar techniques in course delivery. Many of the instructors use assignments to teach students the skills needed to lead a healthy lifestyle such as behavior modification, exercise adherence, dietary analysis, and stress management. These skills are critical to meeting the wellness (C4) goals.

Syllabi

We examined a total of 12 submitted syllabi from the spring 2006 semester. If an individual instructor taught more than one wellness course, we examined the syllabus from each course, but we did not consider syllabi from each section in cases where an instructor taught multiple sections of the same course. In the syllabi we looked for evidence that the instructor

addressed each of the eight general goals for the liberal studies program and each of the five specific goals of the wellness, C4, courses.

We found that the syllabi did an excellent job of addressing the specific goals of the wellness courses. All 12 syllabi examined specifically addressed all five goals of the wellness courses. Clearly the instructors teaching these classes are aware of the goals of the C4 group and are addressing these goals in their classes.

The university administration places a lot of importance on the liberal studies program, but despite this, permanent faculty positions have not historically been allocated on the basis of enrollments in liberal studies or service courses. Hence the reality is that these courses are most often taught by part time, temporary, or junior faculty. Unless they are told or make an effort to find out, these faculty will not know the goals of these liberal studies courses. Hence, the instructors in these classes and the relevant department chairs, who make sure the instructors know what is expected, are to be commended for the fact that these courses address the C4 goals so well.

The syllabi do not address the eight general liberal studies goals as uniformly well. All 12 syllabi address the goal concerning choices that affect lifelong well-being because this goal is most closely aligned with the goals of the C4 courses. We do not have data to back up this conjecture, but we suspect that few other liberal studies course groups address this goal. So the C4 component of the liberal studies curriculum is essential to meeting this goal.

At the other extreme none of the syllabi examined specifically address the two general liberal studies goals concerning critical thinking and developing a lifelong love of learning. Between five and nine of the twelve syllabi we examined address the other goals, with the average being just under seven. Overall when broken down by individual syllabi and averaged, the percentage of the general liberal studies goals addressed is nearly 50%.

We do not see this percentage as a problem that needs to be corrected. Firstly it is not the intent of the liberal studies program that all courses should address all the goals of the liberal studies program. Such an intent would in fact be counter productive. Rather it is the intent that the liberal studies program, in its entirety, should address all the liberal studies goals. Each liberal studies course should focus on the goals that area can address well and allow the other goals to be attended to by courses that can do a better job. The greatest strengths of the C4 courses are their ability to teach students how lifestyle choices (diet, exercise, tobacco use, etc) can affect their lifelong well-being and their consequent ability to motivate students to change unhealthy lifestyle patterns. No other component of the liberal studies program addresses these

lifestyle issues. It would be foolish to sacrifice this unique strength in an effort to ineffectively address all the liberal studies goals.

In addition some of the general goals are nice sounding but impossible to measure. For example none of the syllabi that we examined address the goal of instilling a lifelong love of learning. All good teachers would like to achieve this goal with their students, but it is not possible to measure this on an exam or assignment. The C4 faculty wisely left this goal out of their syllabi, as do most other faculty.

Finally instructors may not explicitly list all their course goals in the syllabus. The simple fact that a goal is not spelled out in the syllabus does not mean that it isn't addressed in the course. For example, an instructor might not list critical thinking as a course goal yet give frequent assignments that require students to think critically about a topic in the class to complete the assignment.

Student Work Samples

We examined many student work samples submitted by the instructors. We note that these were probably not random samples and that the number and selection of samples varied widely by instructor. They do however provide information on students' mastery of the various liberal studies goals.

Each student work sample submitted was examined by at least one of the committee members and graded on how well the student showed mastery of each of the general liberal studies goals and of the specific C4 goals. Obviously not every student assignment can possibly address all the goals of a course. Therefore if the assignment was not intended to address a particular goal no ranking was assigned for that goal. The rankings were: 1 - unsatisfactory, 2 - meets expectations, and 3 - exceeds expectations.

The results of the student samples tell us that students in these courses do a very good job of mastering the course goals. Averaging the percentage of work samples receiving each grade for all the general liberal studies goals shows that on average 90% of the work samples at least met expectations (i.e. received a ranking of either 2 or 3), and more than half the samples, 55%, exceeded expectations. The results were even better for the specific C4 goals. The average for these goals was that 94% of the work samples either met or exceeded expectations and 71% exceeded expectations.

Of the specific C4 course goals the highest scoring goal was for students being challenged to make behavioral changes to promote lifelong health. For this goal, 86% of the work samples exceeded expectations. Bravo! The lowest score was for the goal of students

being involved in an integrated fitness activity. For this goal, only 65% of the work samples exceeded expectations, but we do have to consider that many of the courses have a designated fitness activity day each week, although the work samples did not reflect this. Considering the obesity epidemic in this country, we think it is critical that the C4 faculty increase their already considerable efforts to involve all students in a regular, ongoing physical activity program as part of the course and during their leisure time.

Of the general liberal studies goals, the strongest area was for demonstrating the ability to recognize choices that affect lifelong well-being. In this area, 67% of the work samples exceeded expectations. This goal is most closely aligned to the specific C4 goals, so these results further shows that the C4 courses are doing their specific job in the liberal studies program. We note that the goal of demonstrating a love of learning actually scored slightly higher, but we think that this result is a spurious result of a small sample size (only 13 of the work samples) and the inherent difficulty of assessing this goal. The weakest general liberal studies goal was in demonstrating critical thinking. Again this is an inherently difficult goal to measure. In addition critical thinking skills are better taught in other components of the liberal studies program and in advanced courses in various majors. Hence we feel it would be counter productive for the C4 courses to weaken their unique strengths in an effort to place more emphasis on critical thinking. WCU students will take many other courses that will teach them critical thinking but no other courses will provide badly needed physical activity or motivate them to make lifestyle choices to improve their overall health.

Caveats: Instructors, knowing that the work samples were for assessing their effectiveness, would for the most part tend to select the best samples and relatively few poor samples. On the other hand the poor work samples also likely received poor grades and we had no information about the grades received on those samples.

Despite these caveats the work samples clearly show that the majority of the students taking the wellness courses are meeting the goals of these courses and of the liberal studies program.

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Liberal Studies Assessment C4 Team
Liberal Studies Assessment of Wellness (C4) Survey Results

During the spring 2006 semester, C4 instructors were asked to complete a survey. The survey requested information including how instructors formally and informally assessed Liberal Studies C4 Wellness goals and methods of instructional delivery utilized by instructors. Participants in the survey also indicated which class they taught (Health 111; Health 123; or HSCC 101), how many sections of each class they taught, their academic rank or job title, and the format of the course, whether it be face-to-face, primarily online, or a hybrid of each.

The survey results are outlined below. The foundation of the survey was the wellness goals as outlined by the Liberal Studies program (see Figure 1). The survey creator divided some of the goals into more than one goal to use on the survey when necessary. For example, the first C4 goal is, “Students will be provided with a foundation for lifelong wellness by informing and valuing health and wellness beliefs.” On the survey, this goal was divided into two goals: “Students know health and wellness beliefs,” and “Students value health and wellness beliefs” (*Liberal Studies Assessment of Wellness (C4) Survey, 2006*).

This separation provided more detailed, useful information to the Liberal Studies Assessment C4 Team.

Figure 1. C4 wellness goals.

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| <ol style="list-style-type: none">1. Students will be provided with a foundation for lifelong wellness by informing and valuing health and wellness beliefs.2. Students will be involved in an integrated fitness activity, which will emphasize the crucial role of physical fitness in lifelong wellness.3. Students will be challenged to make thoughtful and voluntary behavioral changes that will promote lifelong health.4. Students will explore the contribution of leisure activity to the overall balance of life.5. Students will examine the roles of such lifestyle factors as stress and stress management, recognition of obsessive or addictive behaviors, and the development of healthy interpersonal relationships. |
|---|

The first part of the survey consisted of a list of the C4 goals, where respondents indicated whether they formally or informally assessed students for each goal by means of: Exam, test or quiz; class discussion or debate; writing assignment; oral presentation or student lecture; service learning; group activity; laboratory; creative project; portfolio; personal artistic expression; fitness activity; attendance at theatre or musical performance; and visits to a gallery or museum (see Table 1 for formal assessment and Table 2 for informal assessment).

From the survey results, 95% of instructors used service learning to formally assess student comprehension of the C4 Wellness Objectives. The use of exams, fitness activities, portfolios, writing, creative projects, oral presentations and group activities were all used approximately 70% or more of the time to formally assess the C4 objectives. The methods less likely to be used for formal assessment were labs, discussion/debate, theater/music, lecture/presentation, and visits to galleries and museums. For informal assessment, instructors used personal artistic expression, visits to galleries and museums, and attendance at theatrical or musical performances at least 55% of the time.

These results demonstrate that most instructors use more traditional methods of assessment to test for knowledge and comprehension of the wellness goals, but they also demonstrate that instructors use a wide variety of methods to assist students in learning about their personal health and wellness and how it relates to their whole self and healthy lifestyle choices.

Table 1. Formal Assessment of Wellness Goals by Method, in Percentages.

C4 Wellness Goals:	Methods of Assessment*													
	Exam/Q	Dis Deb	Wri	Oral P	Serv Learn	Grp Act	Lab	Crea Pro	Port	Art Ex	Fit Act	The/Mus	Gal/Mus	Lec/Pres
Students will:														
Know health and wellness beliefs	90	45	75	80	100	60	67	86	100	50	89	50	50	63
Value health and wellness beliefs	90	55	80	75	100	60	60	75	83	33	78	100	50	57
Understand the role of physical fitness in lifelong wellness	91	50	78	80	100	73	67	80	75	0	80	100	50	56
Participate in an integrated fitness activity	64	56	57	75	50	89	50	75	75	0	83	0	0	20
Make thoughtful and voluntary behavior changes that will promote lifelong health	80	63	80	75	100	80	60	71	75	50	78	0	0	33
Understand the important contribution of leisure activity to the overall balance of lifelong health	78	50	78	80	100	78	67	67	100	33	75	50	50	57
Know the role of stress and stress management to the overall balance of lifelong health	83	58	75	67	100	60	40	83	67	33	71	50	50	43
Recognize the role of obsessive or addictive behaviors to lifelong health	83	40	70	33	100	67	67	67	50	0	50	0	0	33
Understand the role of healthy interpersonal relationships to lifelong health	75	45	78	75	100	63	50	50	100	50	100	50	50	43
Understand the implications of health and wellness decisions on lifelong health	75	50	78	60	100	64	50	80	50	0	71	50	50	50

Note. N= 11. Percentage out of 100%.

Source: *Liberal Studies Assessment of Wellness Faculty Survey (2006)*.

*Exam/Q = Exam, test or quiz

Dis Deb = Class discussion or debate

Wri = Writing assignment

Oral p = Oral presentation/Student lecture

Serv Learn = Service learning

Grp Act = Group activity

Lab = Laboratory

Crea Pro = Creative project

Port = Portfolio

Art Ex = Personal artistic expression

Fit Act = Fitness Activity

The/Mus = Attendance at theatre or musical performance

Gal/Mu = Visits to gallery or museum

Lec/Pre = Attendance at lectures, readings, or presentations of visiting artists, performers or writers

Table 2. Informal Assessment of Wellness Goals by Method in Percentages.

C4 Wellness Goals:	Methods of Assessment*													
	Exam/Q	Dis Deb	Wri	Oral P	Serv Learn	Grp Act	Lab	Crea Pro	Port	Art Ex	Fit Act	The/Mus	Gal/Mus	Lec/Pres
Students will:														
Know health and wellness beliefs	10	55	25	20	0	40	33	14	0	50	11	50	50	38
Value health and wellness beliefs	10	45	20	25	0	40	40	25	17	67	22	0	50	43
Understand the role of physical fitness in lifelong wellness	9	50	22	20	0	27	33	20	25	100	20	0	50	44
Participate in an integrated fitness activity	36	44	43	25	50	11	50	25	25	100	17	100	100	80
Make thoughtful and voluntary behavior changes that will promote lifelong health	20	38	20	25	0	20	40	29	25	50	22	100	100	67
Understand the important contribution of leisure activity to the overall balance of lifelong health	22	50	22	20	0	22	33	33	0	67	25	50	50	43
Know the role of stress and stress management to the overall balance of lifelong health	2	42	25	33	0	40	60	17	33	67	29	50	50	57
Recognize the role of obsessive or addictive behaviors to lifelong health	17	60	30	67	0	33	33	33	50	100	50	100	100	67
Understand the role of healthy interpersonal relationships to lifelong health	25	55	22	25	0	38	50	50	0	50	0	50	50	57
Understand the implications of health and wellness decisions on lifelong health	25	50	22	40	0	36	50	20	50	100	29	50	50	50

Note. N= 11. Percentage out of 100%.

*Exam/Q = Exam, test or quiz

Dis Deb = Class discussion or debate

Wri = Writing assignment

Oral p = Oral presentation/Student lecture

Serv Learn = Service learning

Grp Act = Group activity

Lab = Laboratory

Crea Pro = Creative project

Port = Portfolio

Art Ex = Personal artistic expression

Fit Act = Fitness Activity

The/Mus = Attendance at theatre or musical performance

Gal/Mu = Visits to gallery or museum

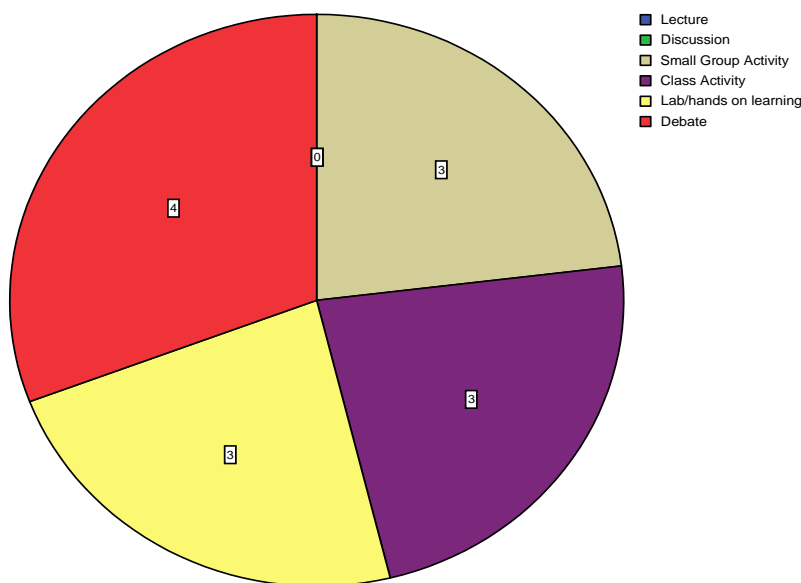
Lec/Pre = Attendance at lectures, readings, or presentations of visiting artists, performers or writers

The second part of the survey consisted of one question about methods of instructional delivery and general inquiries. Instructors responded to: “During the spring 2006 semester, estimate how much time was spent with each method of delivery” (*Liberal Studies Assessment of Wellness (C4) Survey, 2006*). Instructors chose from the following responses: Never, monthly, weekly, and each class meeting. Twenty-five percent (2 instructors) indicated that they never used laboratory/hands-on learning and 11 percent (1 instructor) reported that they never used debate. Thirty percent (3 instructors) indicated using small group activity monthly and 30 percent reported using class activity monthly (see Figure 2). Thirty-eight percent (3 instructors) used laboratory/hands-on learning monthly and 44 percent (4 instructors) used debate monthly.

The survey results for teaching methods used weekly, revealed that forty-four percent of respondents (4 instructors) reported that they lecture weekly and 50 percent (5 instructors) surveyed reported that they used class discussion weekly (see Figure 3). Seventy percent (7) of instructors indicated using small group activity weekly and 70 percent indicated using class activity weekly (see Figure 3). Thirty-eight percent of respondents indicated using laboratory-hands-on learning weekly and 44 percent reported that they use debate weekly. Fifty-six percent (5 instructors) reported lecturing every class period and 50 percent reported using class discussion every class meeting. According to survey responses, these were the only methods of delivery that were used during every class meeting.

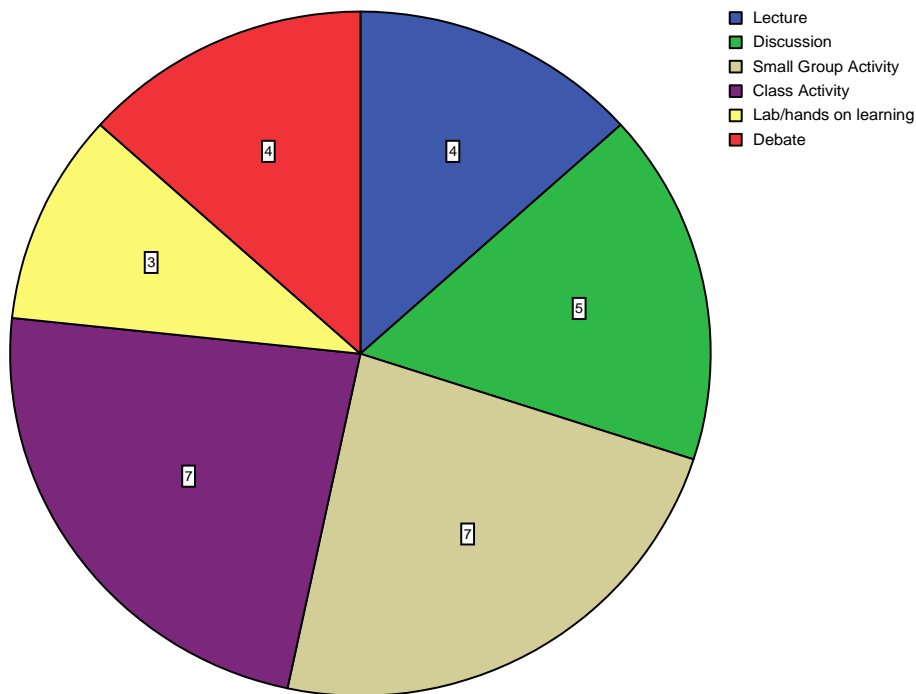
The survey shows that although instructors use lecture and discussion weekly, they also incorporate the use of class activity, small group activity, and discussion as dominant methods of teaching on a weekly basis. This demonstrates that C4 instructors use a variety of interactive teaching methods within the classroom.

Figure 2. Teaching Method Used **Monthly** by Surveyed Wellness (C4) Instructors.



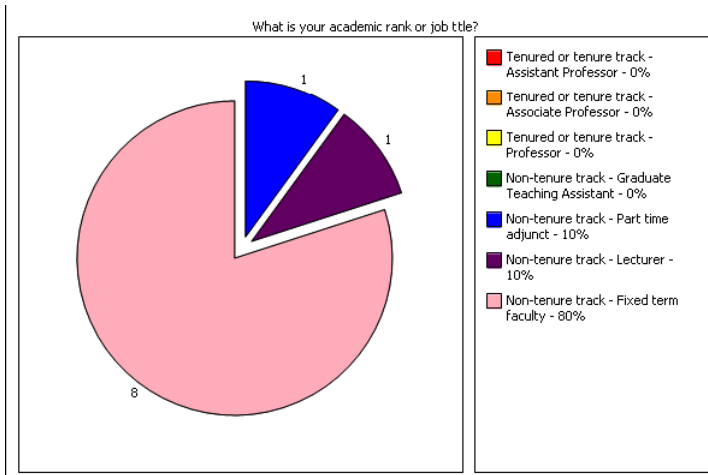
Note: Lecture and Discussion were not selected as being used monthly.

Figure 3. Teaching Method Used Weekly by Surveyed Wellness (C4) Instructors.



Lastly, survey participants were asked to indicate which course they taught, the number of sections of each course they taught, and their academic rank or job title. Of 10 survey participants, 2 taught Health 111, three taught HSCC 101, and 5 taught Health 123. Four instructors taught one section, three instructors taught 2 sections, two instructors taught 3 sections, and 1 instructor taught four sections of the three possible wellness courses. Eighty percent of instructors surveyed were non-tenure track fixed term faculty (80 percent job-holders) (See Figure 4). One instructor was a part time adjunct, and the other instructor respondent was a non-tenure track lecturer. It is interesting to note that not all instructors teaching in the C4 Wellness Core responded to the survey but it is evident that the students are being taught by non-tenure track fixed term (80%) instructors for the majority of the courses.

Figure 4. Job Rank or Title of Wellness (C4) Instructors.



**Western Carolina University
Liberal Studies Assessment C4 Team**

Conclusions

From our evaluations of the course syllabi, student work samples and instructor survey results, we conclude that the C4 wellness courses meet or exceed expectations of the C4 wellness goals and that they in general meet the liberal studies learning goals in an acceptable manner. The C4 wellness courses provide a unique and important niche in the liberal studies program and are a vital component of the curriculum in educating the “whole” student. No other core focuses in such detail on the liberal studies learning goal, “*Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being*” (second revision, June 2006). Without the C4 wellness courses, our students would not have the support or opportunities they need to make healthy lifestyle choices during college and beyond.

Suggestions for Improvement of C4 Wellness component:

I. Course Related

- *Increase the amount of physical activity to represent 25% of the course time.*

At present, most HHP courses meet this requirement with the assistance of 1-2 graduate teaching assistants per course and then separating the class in two smaller groups of 20 each for fitness activities. But HSCC C4 courses do not have graduate teaching assistants or the opportunity to split large classes into smaller groups.

**To accomplish this effectively we need to consider reducing class sizes of C4 courses for the purpose of allowing faculty to implement fitness activities for the entire class (often there is not enough equipment to accommodate classes of 35-40; for example, the shallow end of the pool can only

accommodate 21 people, there are only 25 mats in the fitness center to do pilates and abdominal workouts, and there is not enough climbing equipment for the climbing spire).

***Reduced class sizes will also allow faculty to better identify students who have significant wellness issues who need to be referred to appropriate student services, as well as provide a more “personalized” learning environment with more opportunities for small group learning activities and room for more health-related self-exploration by the students.*

- Increase opportunities and encouragement for students to engage in leisure time physical activities through on campus programs such as Base Camp Cullowhee and Intramurals.*

- Increase opportunities for students to practice behavior modification techniques through projects, journals, activities, special events, etc.*

- Create a survey tool to assess if students are using the knowledge and skills presented to them in the C4 wellness courses. Most students take these courses as freshmen so it would be helpful to evaluate the effectiveness of the wellness message when they are seniors.*

II. Faculty

- Increase collaboration efforts between the departments of Health Sciences, Health & Human Performance, and Health Services to provide guest speakers, special programs/events, activities, incentive programs, and resources for faculty and students.*

In addition... Increase collaboration efforts among non-health-related departments and health-related departments in emphasizing the importance of being well and being a good student. Perhaps mini-grants can be offered to unique inter-departmental collaborative projects.

- Encourage faculty to create new C4 courses to address specific health issues such as women’s & men’s personal health, special topics in health, weight management, freedom from addictive behaviors, fitness & conditioning, etc. Also encourage faculty to create upper level perspectives that examine these health related topics in greater detail.*

- Increase physical activity class offerings for credit that reflect student interests and current trends. These can include mountain biking, whitewater paddling, hiking (currently being offered), group fitness exercise (used to be called “aerobics”), swimming (only offered on a limited basis), team sports (ultimate, soccer), yoga, tai chi, pilates, etc. Several of these classes are offered through the Fitness Center, but courses for credit will encourage students to attend them on a more regular basis and establish an exercise habit.*

III. Administration

- Provide at least one qualified graduate assistant to aid HSCC 101 faculty in implementing sufficient fitness activities. Currently, HSCC 101 faculty do not have any graduate assistants to aid them in designing and implementing fitness activities, to the students’ detriment.*

- Provide space, funding, equipment, and opportunities for the C4 wellness courses to offer physical activity components. Once the new student recreation facility is completed, academic courses will not have access to the facility. Currently the Fitness Center accommodates academic classes between 8am and 12noon, Monday through Thursday. This arrangement will not continue once the new facility is open. In addition most equipment from the present Fitness Center will be moved to the new facility,*

leaving virtually no equipment in the old space. To meet the goals of the C4 wellness component, a plan needs to be developed and implemented to address these problems.

- *Increase the amount of green spaces on campus to encourage the WCU community to participate in outside activities and provide designated, safe walking/running/biking paths around campus and the surrounding community to encourage individuals to park their cars and exercise more. Create maps and signs to show where they are.*

- *Include a pedometer in all orientation packets for new students and new faculty/staff to encourage an increase in physical activity. Incorporate the use of these pedometers in the C4 wellness courses and campus-wide wellness initiatives.*

- **Facilitate the appreciation of the whole, well student among non-health-related department faculty and staff.**

Appendices

**Western Carolina University
Liberal Studies Assessment C4 Team
Summary of Findings
12 Courses Assessed**

Learning Goals of the Liberal Studies Program	Number of Syllabi where Goal was Addressed	Number of Classes where at Least One Student Sample Demonstrated Goal was Met	Number of Unsatisfactory Student Work Samples	Number of Student Work Samples Meeting Expectations	Number of Student Work Samples Exceeding Expectations
Demonstrate the ability to locate, analyze, and evaluate information	5	7	6	19	20
Demonstrate the ability to synthesize information	6	9	5	20	29
Demonstrate the ability to interpret and use numerical, written, oral and visual data	7	12	5	23	31
Demonstrate the ability to read with comprehension, and to write and speak clearly, coherently, and effectively as well as to adapt modes of communication appropriate to an audience	9 In at least one (Read, write, & speak)	12	6	31	35
Demonstrate the ability to critically analyze arguments	0	0	2	4	4
Demonstrate the ability to recognize behaviors and define choices that affect lifelong well-being	12	11	5	19	48
Demonstrate an understanding of: Past human experiences; Different	7 In at least one	2	2	8	15

contemporary cultures and their interrelationships; Interpersonal and group dynamics					
Demonstrate an excitement for and love of learning	0	3	1	3	9

**Core (C4) Wellness
12 Courses Assessed**

Objectives for C4	Number of Syllabi where Objective was Addressed	Number of Classes where at Least One Student Sample Demonstrated Goal was Met	Number of Unsatisfactory Student Work Samples	Number of Student Work Samples Meeting Expectations	Number of Student Work Samples Exceeding Expectations
Students will be provided with a foundation for lifelong wellness by informing and valuing health and wellness beliefs	12	10	5	20	47
Students will be involved in an integrated fitness activity which will emphasize the crucial role of physical fitness in lifelong wellness	12	11	3	12	24
Students will be challenged to make thoughtful and voluntary behavioral changes that will promote lifelong health	12	12	3	6	54
Students will explore the contribution of leisure activity to the overall balance of life	12	12	2	7	23
Students will examine the roles of such lifestyle factors as stress and stress management,	12 (In at least one – stress most often	8	3	15	45

recognition of obsessive or addictive behaviors, and the development of healthy interpersonal relationships	addressed)				
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