Our QuEST for improving learning: Year two analysis of wellness course revisions

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Learning outcomes

Participants will:

• Interact with revised general education wellness instructional resources at Messiah College

• Review assessment findings regarding improvement in identified student outcomes

• Share innovative recommendations for engaging learners by using creative and evidence-based instructional resources
Context: Messiah College

- Private, Christian 4-year institution
- Liberal and applied arts and sciences
- Over 2,700 undergraduate students
- 87 undergraduate programs
- 18% underrepresented population
- 9 graduate programs (2 doctoral)
Context for wellness revisions

Intentional curricular movement toward:

- Connection of body, mind and spirit
- Variety of lifetime activities
- Research-based instruction
- Instruction by full-time faculty or adjuncts

Regular involvement (3x/week) in a lifetime physical activity, with integrated learning activities focused on holistic wellness
WELL learning objectives

Students will:

• Describe the relationship between habitual exercise and disease risk
• Practice exercise and physical activity that improves health
• Identify the importance of behavior choices in overall health
# Year one: Student feedback

<table>
<thead>
<tr>
<th>Statement</th>
<th>Students in agreement (Spring 2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helped me understand the relationships between regular exercise and disease risk.</td>
<td>69.7%</td>
</tr>
<tr>
<td>This course challenged me to think about aspects of wellness in a new or deeper way.</td>
<td>69.4%</td>
</tr>
<tr>
<td>Online and/or in-class discussions were meaningful.</td>
<td>66.1%</td>
</tr>
</tbody>
</table>
Literature

Understanding unique attributes of students is critical; learners approach instruction through the filter of their own previous knowledge and experiences (Solomon, 2006)

Greater opportunities for far transfer and integrative thinking occur when instructors bridge instructional concepts and authentic examples (Ennis, 2010)
Consider and share

• How have you revised curricular components to meet students “where they are at”?
• Share ways in which you have utilized creative instructional tools in the past to increase student engagement.
• Identify at least one opportunity that you currently have to revise existing curricular methods to enhance student interest and application.
Revised WELL instructional tools

Previous curricular emphasis on research articles:
• Reducing risk for cardiovascular disease
• College student stressors

Intentional curricular movement toward creative evidence-based resources:
• TED talks
• Infographics
• Mental Health America
• Student’s guide to nutrition
### Year two: Student feedback

<table>
<thead>
<tr>
<th>Statement</th>
<th>Students in agreement (2016)</th>
<th>Students in agreement (2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helped me understand the relationships between regular exercise and disease risk.</td>
<td>69.7%</td>
<td>90.0% (p&lt;.001)</td>
</tr>
<tr>
<td>This course challenged me to think about aspects of wellness in a new or deeper way.</td>
<td>69.4%</td>
<td>84.8% (p&lt;.001)</td>
</tr>
<tr>
<td>Online and/or in-class discussions were meaningful.</td>
<td>66.1%</td>
<td>76.7% (p&lt;.01)</td>
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</tbody>
</table>
Conclusions

Course design: Significant Learning: Fink (2017)

“We do not learn from experience... we learn from reflecting on experience.”
— John Dewey
Thank you!!!
Any questions?

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