

# DRAFT

## *Assessment Guide 06-07*

Program/Discipline: Health Education Division: Health/PE/Athletics

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### **Part I: Determine Expectations (CONTENT to be assessed)**

Process	Program or discipline response
List expected learning outcomes	<ul style="list-style-type: none"><li>• Utilize critical thinking skills in relation to physical, psychological, emotional, intellectual, environmental, occupational and spiritual health</li><li>• Increased understanding of the underlying reason's for personal behaviors and how they contribute positively or negatively to individual and community health.</li><li>• Knowledge and application of preventive health practices (the "precautionary principle") for the improvement of self and community.</li><li>• Increased use of health promotion strategies to attain self actualization.</li><li>• Ability to use technology to obtain both accurate and varied information about social, political and global issues related to one's health.</li><li>• Ability to understand diverse perspectives and the socialization processes that lead to differences in health equity and outcomes.</li><li>• Understanding of the connection between human health and the health of our planets ecological systems.</li></ul>
Identify where expected outcomes are addressed in the curriculum	<ul style="list-style-type: none"><li>• Each course description and syllabus will communicate the expected outcomes</li><li>• Preliminary assessments will be conducted within the curriculum of all courses and ongoing evaluation will address the expected outcomes</li></ul>
Determine methods and criteria to assess outcomes	<ul style="list-style-type: none"><li>• Initial Assessment of learning and participation styles</li><li>• Pre &amp; post tests</li><li>• Student feedback and discussions</li><li>• Student reflection both orally and written</li><li>• In-class surveys/assessments</li><li>• Student conferences to assist students who are falling behind and the use</li></ul>

	<p>of instructional technology, hybrid courses and learning communities to ensure high retention levels.</p> <ul style="list-style-type: none"> <li>• Class projects</li> <li>• Exams</li> <li>• Student presentations</li> <li>• In-class group activities</li> <li>• Community feedback</li> <li>• Course evaluations (both informal and formal)</li> <li>• Use of national health standards rubrics</li> <li>• Student observation and feedback</li> <li>• Written assignments</li> <li>• Web-based assignments</li> <li>• Articulation with 2 and 4-year universities/colleges, including Regionally &amp; Nationally</li> <li>• Collaboration with community agencies, other 2-year institutions, and 4-year institutions</li> <li>• Assessment of community needs</li> <li>• Professional development</li> <li>• Utilizing student needs' assessment for scheduling classes</li> <li>• Use of library system resources</li> <li>• Innovative teaching strategies (including: learning communities, service-learning, and distance learning (i.e. on-line courses and telecourse)</li> <li>• Participation in community service and professional organizations</li> <li>• Faculty evaluations</li> <li>• Classroom debates and discussion</li> </ul>
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Describe level of expected performance	<ul style="list-style-type: none"> <li>• Upon completion of our health courses the student will likely have an advanced ability to engage in analytical thinking and critical analyses of personal and societal issues that impact their physical, emotional, psychological, intellectual, environmental, occupational and spiritual well being.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify and collect baseline information</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of learning styles</li> <li>• Pre tests</li> <li>• Student feedback</li> <li>• Student reflection</li> <li>• In-class surveys/assessments</li> <li>• In-class group activities</li> <li>• Student observation and feedback</li> <li>• Written assignments</li> </ul>

## Part II: Determine Timing, Cohort(s), Assign Responsibility (PEOPLE assignments)

Process	Program or discipline response
Determine whom you will assess	<ul style="list-style-type: none"><li>• Students, community, and faculty.</li></ul>
Establish a schedule for assessment  (Guideline: assess a maximum of 3 outcomes per year)	<ul style="list-style-type: none"><li>• Assessment will occur at the beginning, during, at the end, and after the term.</li></ul>
Determine who will interpret results	<ul style="list-style-type: none"><li>• The health faculty, individually and collectively, will interpret results for all three outcomes.</li></ul>

### Part III: Interpreting and Sharing Results to Enhance Institutional Effectiveness (COMMUNICATION)

Process	Program or discipline response
Interpret how results will inform teaching/learning and decision making	<ul style="list-style-type: none"><li>• Results may affect methodology, content, assessment/evaluation, course offerings, group process, and professional development.</li></ul>
Determine how and with whom you will share interpretations	<ul style="list-style-type: none"><li>• Analysis of the results will be shared with faculty and administrators.</li></ul>
Decide how your program or discipline will follow-up on implemented changes	<ul style="list-style-type: none"><li>• The department faculty will work as a team to critically look at the assessment analysis and make needed changes or additions to our program area.</li></ul>