

Unit Planning for Instruction
HPE-Health

For 2007-2008 Implementation

Preamble: Planning parameters at the Institutional level

Example:

- \$6 million recurring deficit for FY 08
- Recovery of deficit will occur in the general Fund 111100
- 2% FTE growth over 2005-2006
- *****

Section I: Data Elements (Distribute on September 13th)

This section will be completed by Division Chair in Summer 2006 and will be distributed at fall in-service department meetings. The data will be provided to Division Chairs by IRAP.

1) Enrollment and Demand Data

- Student FTE by division (4-year history)
- Student FTE by subject and course
- Labor market projections (state and regional)
- Courses required for degrees or certificates

2) Capacity and Utilization Data

- Fill rate of course sections
- Student FTE/Faculty FTE ratios

3) Student Success Data

- Course completion rates
- Course withdrawal rates
- Student success rates

4) Expenditures and Revenue

- Expenditures per unit (annual)
- Cost-per-FTE by subject
- Revenue per unit

5) Division planning parameters

- FTE target for disciplines
- Expected budget to work within

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Section II: Program Analysis (Discussed September 13th)

This section will be compiled by Division Chair in Summer 2006 and the draft will be distributed for discussion at fall in-service department meetings. This will be finalized by November 15, 2006.

1. What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?

- In response to the unit plan initiative “Provide students with continued access to a diverse curriculum”: Our unit successfully achieved this initiative by providing continuous access to the current diverse health curriculum (i.e. Personal Health, Drugs, Behavior & Society, Global Health, Workplace Health & Safety, Human Sexuality, Lifetime Health & Fitness, First Aid, and CPR).
- The unit also expanded upon the current course offerings by planning and developing a few new health courses. The developments include:
 - An on-line section of the sexuality class which will expand upon our current distance learning offerings. The on-line class will help provide more diverse options for students in the health area and also assist them in attaining an AAOT degree through distance learning.
 - Another development is a new learning community between Global Health and Effective Learning in the Spring of 2007. This class will enhance students’ learning effectiveness and time management in all areas but will be specifically helpful to both the Biological and Sociological Science areas.
 - Another class that is currently being developed and will hopefully be offered in the Fall of 2008 is a Mind/Body Health and Wellness course. This course will focus on alternative health strategies and the mind body health connection.
 - Technology is being utilized to assist with more innovative learning. Some examples of this include: the development and use of online testing procedures and website tools as standard practice among most instructors.
- In response to the unit plan initiative “Sustain the expanded number of current health course offerings”: Our unit successfully achieved this initiative primarily through obtaining a special faculty appointment which allowed us to hire one of our current part-time health instructors as a full-time instructor. We were able to provide quality instruction for the expanded number of current health course offerings as a result of this special appointment. In addition to the special appointment, we conducted a local search to expand upon our part-time health instructor pool. After numerous interviews, we successfully hired one part-time instructor.

Other accomplishments that aren’t related to the annual planning initiative include:

- Instructors are involved in planning meetings with other colleges to create a statewide health requirement for the AAOT. We are also trying to develop a Health Education AAOT degree that is consistent at all of the community colleges in Oregon.
- Our instructors have been working on a number of committees across campus to ensure that despite revenue issues, Lane Community College remains a leader in regards to innovative teaching, strategic learning and sustainability.

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- We frequently receive direct feedback, as well as reports from other teachers, about students who have had life changing experiences through taking our health classes. We consistently have students who take one health class and enjoy it so much that they want to take all of our health classes. This demonstrates our passion and commitment to the ultimate goal of transforming lives through learning.
- 2. What assessment activities did your unit undertake last year? In this section, please review and revise assessment plans submitted last year and identify the progress made on last year's assessment plan. Attach the revised assessment plan.**
- Updated Assessment Plan attached
- 3. Based on assessment results or other evidence, what program areas (new or continuing) need attention?**
- We need to continue to correlate class offerings with high student demand. Evening, early morning and late afternoon classes are offered to help with students diverse schedules but they fill last, often don't reach maximum enrollment, and have lower student retention rates.
 - Due to current staffing limitations, our program area continues to struggle to meet student demands while continuing diverse course offerings.
 - Although retention in our health classes is consistently high will continue to consider the use of instructional technology, learning communities and other innovative mechanisms to improve on student retention and a high level of achievement/mastery of course objectives.
- 4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?**
- Continued to have the lowest cost ratio to FTE at Lane Community College.
 - Continued to have excellent quality instruction in spite of budgetary and staffing limitations.
 - Demonstrated passion and commitment to transforming lives through learning.
 - Expanded the use of innovation and technology through service-learning, learning communities, distance learning, on-line testing, website utilization, smart classroom usage, and teaching tools.
 - Increased collaboration within the college, as well as with other educational institutions.
- 5. Overall, what challenges do you believe your unit faced in 2005-2006?**
- Difficulty maintaining unit cohesiveness and effectiveness due to numerous management changes.
 - Loss of full-time faculty appointment (not replacing retired faculty member).

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- Loss of full-time faculty special appointment
- Difficulty hiring qualified part-time instructors with diverse schedule availability.
- Ongoing staffing challenges
- Increased workload due to:
 - Numerous part-time health faculty hires
 - Hiring committees
 - New part-time faculty training and orientation
 - Campus-wide committee obligations
 - Time spent mastering new technologies
 - Distance learning responsibilities
 - Increased class sizes
 - Increased faculty responsibilities due to campus-wide budget cuts

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

In spite of numerous challenges, we continue to demonstrate resiliency by providing quality instruction and diverse course offerings while meeting student needs and working towards the goals and vision of this institution.

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DRAFT

Assessment Guide 06-07

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

Faculty preparing plan: Susie Cousar, Tina Davis, Sharrie Herbold, Peggy Oberstaller, Lynne Weissfeld

Part I: Determine Expectations (CONTENT to be assessed)

<u>Process</u>	<u>Program or discipline response</u>
List expected learning outcomes	<ul style="list-style-type: none">• <u>Utilize critical thinking skills in relation to physical, psychological, emotional, intellectual, environmental, occupational and spiritual health</u>• Increased understanding of the underlying reason's for personal behaviors and how they contribute positively or negatively to individual and community health.• Knowledge and application of preventive health practices (the "precautionary principle") for the improvement of self and community.• Increased use of health promotion strategies to attain self actualization.• Ability to use technology to obtain both accurate and varied information about social, political and global issues related to one's health.• Ability to understand diverse perspectives and the socialization processes that lead to differences in health equity and outcomes. <p>Understanding of the connection between human health and the health of our planets ecological systems.</p>

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<u>Process</u>	<u>Program or discipline response</u>
<u>Identify where expected outcomes are addressed in the curriculum</u>	<ul style="list-style-type: none"> • <u>Each course description and syllabus will communicate the expected outcomes</u> • Preliminary assessments will be conducted within the curriculum of all courses and ongoing evaluation will address the expected outcomes
<u>Determine methods and criteria to assess outcomes</u>	<ul style="list-style-type: none"> • Initial Assessment of learning and participation styles • Pre & post tests • Student feedback and discussions • Student reflection both orally and written • In-class surveys/assessments • Student conferences to assist students who are falling behind and the use of instructional technology, hybrid courses and learning communities to ensure high retention levels. • Class projects • Exams • Student presentations • In-class group activities • Community feedback • Course evaluations (both informal and formal) • Use of national health standards rubrics • Student observation and feedback • Written assignments • Web-based assignments • Articulation with 2 and 4-year universities/colleges, including Regionally & Nationally

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<u>Process</u>	<u>Program or discipline response</u>
	<ul style="list-style-type: none"> • Collaboration with community agencies, other 2-year institutions, and 4-year institutions • Assessment of community needs • Professional development • Utilizing student needs' assessment for scheduling classes • Use of library system resources • Innovative teaching strategies (including: learning communities, service-learning, and distance learning (i.e. on-line courses and telecourse) • Participation in community service and professional organizations • Faculty evaluations • Classroom debates and discussion
<u>Describe level of expected performance</u>	<ul style="list-style-type: none"> • <u>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.</u>
<ul style="list-style-type: none"> • <u>Identify and collect baseline information</u> 	<ul style="list-style-type: none"> • Assessment of learning styles • Pre tests • Student feedback • Student reflection • In-class surveys/assessments • In-class group activities • Student observation and feedback <p>Written assignments</p>

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

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

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

<u>Process</u>	<u>Program or discipline response</u>
<u>Interpret how results will inform teaching/ learning and decision making</u>	<ul style="list-style-type: none"> • <u>Results may affect methodology, content, assessment/evaluation, course offerings, group process, and professional development.</u>
<u>Determine how and with whom you will share interpretations</u>	<ul style="list-style-type: none"> • <u>Analysis of the results will be shared with faculty and administrators.</u>
<u>Decide how your program or discipline will follow-up on implemented changes</u>	<ul style="list-style-type: none"> • <u>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.</u>