

# Assessment Report for Concern for Health and Well-being AY 2014-15

## Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Identify habits of healthy living.

Assessment Activities:

- Rubric Scoring, Random Sample of Student Work
- Discussion of Results
- Development of Action Plans

Rubrics:

- Core SLO
  - **Healthy Living:** Identify habits of healthy living.
- Foundations and Skills for Life-Long Learning AAC&U VALUE

Assessor:

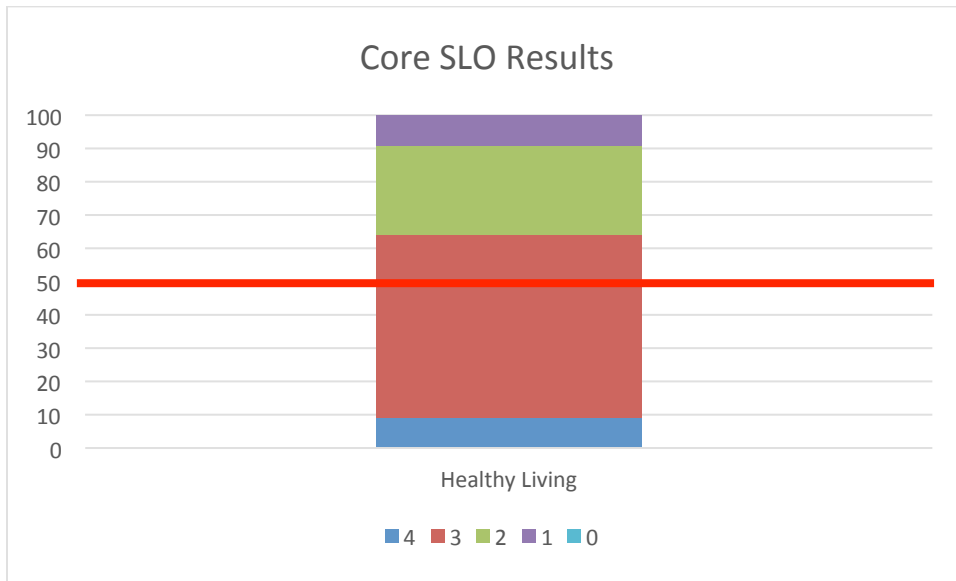
- Shaffer, Physical Education

## Assessment Results

Assessment Baseline:

**50% of students assessed will score a 2 or higher on each assessed criterion.**

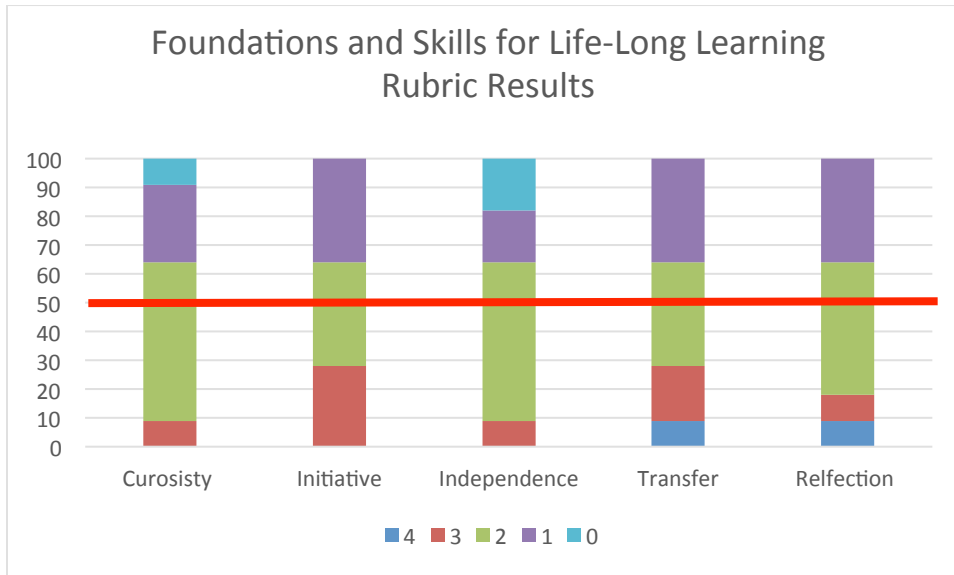
Assessment of Core Learning Outcome:



### Core Learning Outcomes

- *Healthy Living:* With 91% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Assessment of Foundations and Skills for Life-Long Learning



### Life-Long Learning VALUE Rubric

- *Curiosity*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Initiative*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Independence*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Transfer*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Reflection*: With 64% of the student samples scoring a 2 or higher, we **met** our assessment goal.

## Reflection

### Integrative Learning VALUE Rubric

- *Transfer:*
  - As freshmen, we need to be overt in our expectations. Does the assignment ask students to use transferrable skills, knowledge?
  - In performing the assessment, we realized that we needed to spend more time demonstrating how skills, abilities, and theories can be transferred across disciplinary boundaries.
- *Reflection:*
  - We need to be much more intentional about what skills are we trying to teach. We need to communicate that this is what we are expecting of our students.
  - In performing the assessment, we realized that we needed to incorporate self-evaluative reflection exercises to encourage self-assessment.

### General Observations

- Students provided better assignments when given more details targeted to assess the student learning outcomes.
- Students need to feel that this course is important and the benefits of leading a healthy life style. Students often feel that since they are young they can wait until they are older or diagnosed with an illness like heart disease or diabetes.
- Need to create more interest in material taught in class.
- Need additional samples from activity courses
- Need to develop a signature assignment that will be collected for assessment purposes.
- Need to create a performance rubric for activity classes geared to the assessment of student learning outcomes.

### **Action Items**

1. Through the use on Moodle provide additional materials to engage students throughout the course. These materials can include articles and example workouts focused on class content.
2. Create a performance rubric for activity courses and an assignment geared towards assessment of student learning outcomes.
3. Create a detailed signature assignment that will be collected for assessment purposes for HPED 199 and 198.
4. Collect samples from activity courses.