

2023–24 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HHP Date: 6/12/24 Course(s): HHP 100 Lifetime Wellness
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with analysis of artifacts: Dr. Nolan Harms (Chair), DeVon Lark (Instructor)
See Alternative Delivery Assessment Plan for: a) <i>Course requirement evaluation</i> ; b) <i>Student Outcome</i> ; c) <i>Question(s)</i> ; e) <i>Methodology</i>
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Traditional course: Final reflection project was submitted and graded. Alternative course(s) (note SAME if the same as the traditional course): SAME 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared).</i> Proficiency was defined as 85% of the students communicating through photos and/or written statements relevant positive behaviors and/or goals for at least seven of the nine dimensions of holistic health. The traditional student population meeting this standard was compared to the dual-credit student population meeting this standard.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Do students understand the nine dimensions of holistic health and their manifestation and relevance to a person's overall health and quality of life? Can students adequately and effectively communicate that understanding? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> One traditional section in both Fall 2023 and Spring 2024, and one dual-credit section (1 enrolled student) in the Fall 2023 were assessed. In all three sections, over 85% of the students were able to demonstrate and communicate an understanding of at least seven of the nine dimensions of holistic health. This was reflected by grade scores of 80% (B) or better. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Proficiency was achieved by both the traditional and dual-credit student populations. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Students continue to excel at meeting the required standard for the reflection project. 5). How did the outcomes of the traditional and alternative format analysis compare? Each student in the traditional population and the dual-credit population met the 80% or higher threshold.
Sharing of Results: <i>When were results shared? Date:</i> June 2024 <i>How were the results shared? (i.e. met as a department)</i> Email with department. <i>Who were results shared with? (List names):</i> HHP Department Faculty.
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> Teaching methods will not change. The standard will continue to be used throughout all sections of HHP 100 Lifetime Wellness. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> N/A 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> N/A
Submitted by: Dr. Nolan Harms Assessment Committee Reviewed (date): 6/24/24
Submitter notified approval/additional action needed: Approved BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: N/A