

2024 - 2025 General Education Executive Summary

Department: Health & Human Performance	Date: 6/16/2025
Members involved with analysis of artifacts: Vicki Boye, Megan Schrumm, Corina Beimers	
See General Education Assessment Plan for: a) Learning Outcome; b) Background; c) Question(s); d) Methodology	
Analysis of artifacts: 1). PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Standardized Final Self-Reflection Project was submitted on Blackboard and graded.	
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> What does the study of creation tell me about God, myself, and how I should care for it? (Enduring question for HHP). 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Data was collected from 4 sections – 2 each from Megan Shrum and Corina Beimers. In Megan Shrum's sections over 96% of the students earned a grade of 80% or better in demonstrating an understanding of our responsibility as a member of God's creation to love and care for ourselves through the final project. In Corina Beimer's two sections, overall 87.5% of the student's met this standard, 82.1% in the 1st section and 92.9% in the second section. When all four sections were combined, 92% of the students met the standard, which is over the 85% established for success. 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Most students did demonstrate an understanding of their responsibility as a member of God's creation to love and care for themselves through the adoption of a Christian wellness lifestyle as reflected in the final project (92%). However, the scores that were submitted by the instructors did not adequately reflect or discriminate as to the two different parts of the project and/or each dimension of health as was stipulated by the benchmark for success. That is on me and needs to be corrected going forward. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Due to what was noted above, reliability of these results is questionable. Demonstration of understanding for each of the different dimensions of health needs to be assessed not just overall. Also, discernment between current behaviors and future goals should also be made with assignment of grades for each separately before determining final grade. This was done by one of the instructors and should be adopted by all. Instructions and expectations for all instructors need to be more specific and clearer.	
Sharing of Results: <i>When were results shared? Date:</i> June 2025 <i>How were the results shared? (i.e. met as a department)</i> Email <i>Who were results shared with? (List names):</i> Nolan Harms, Jen Janousek, Corina Beimers, Megan Schrumm, Robbie McEwen, Kelsey Pruss	
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what the department learned from the assessment impact:</i> a. <i>Teaching:</i> During Summer 25 – current HHP 100 instructors will meet to better align/unify HHP 100 course content among the different sections and modes of delivery. The delivery of this assignment may be part of this discussion and process. In this next year, we are offering multiple sections online, as well as well as once a week, in addition to the typical 2x a week format. Clear, specific instructions and expectations for presenting and assessing of the project will be provided to the instructors. b. <i>Assignment/course:</i> Assignment will continue in its current format, as this was approved by the General Education Committee . c. <i>Program:</i> Click or tap here to enter text. d. <i>Assessment:</i> A standardized scoring tool that assesses the “photo essay” and the “looking forward – reflection” separately including each of the 9 wellness dimensions should be developed for use by all instructors to more accurately assess level of understanding and attainment of standard.	

2. **IMPACT***- *What is the anticipated impact of the **ACTION*** on student achievement of the learning outcome in the next academic year?* As stated above, there is an effort to bring alignment/unification of content to all sections Lifetime Wellness, this consistency across the sections should also bring consistency in the demonstration of students' understanding of our responsibility as members of God's creation to love and care for ourselves through the adoption of a Christian wellness lifestyle. Standardization of the scoring tool and assessment process will help with this as well.

3. **BUDGET IMPLICATIONS** – *Indicate budget requirements necessary for the successful implementation of the **ACTION*** (i.e. an additional staff person, new equipment, additional sections of a course).*
None

If action is taken – it is recommended that the same learning outcome and assessment plan be used for a second assessment cycle.

What assessment questions related to the learning outcome would the program like to investigate in the future? N/A

Submitted by: Vicki Boye **Assessment Committee Reviewed:** 6/30/25

Department Chair notified – approval/additional action needed: Approved

BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: na