

Degree/Certification: BSEd

Major: Health & Fitness

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Part I – Program SLO Assessment Report for 2015-16

Part I – for the 2015-16 academic year: Because Deans have been asked to create College-Level Synthesis Reports annually, the template has been slightly modified for a) clarity for Chairs and Directors, and b) a closer fit with what the Deans and Associate Deans are being asked to report.

1. **Student Learning Outcome:** The student performance or learning outcome as published either in the catalog or elsewhere in your department literature.

SLO- “Students will understand health/physical education content and disciplinary concepts related to the development of a healthy/physically educated person.”

2. **Overall evaluation of progress on outcome:** Indicate whether or not the SLO has been met, and if met, to what level.

_____ SLO is met after changes resulting from ongoing assessments, referencing assessment results from the previous year to highlight revisions;

_____ SLO is met, but with changes forthcoming;

X SLO is met without change required

3. **Strategies and methods:** Description of assessment method and choices, why they were used and how they were implemented.

Students created “final unit plans” for HLED365 (Teaching Methods in Health). For these 5-day units students had to align the lesson outcomes with the K-12 WA State Health Standards, create formative assessment strategies per outcome, create a summative assessment, and write a detailed outline for each lesson’s instructional sequence.

4. **Observations gathered from data:** Include findings and analyses based on the strategies and methods identified in item #3.
 - a. Findings: The average % (grade) on the final unit plan assignment for the class was 88% (above standard).
 - b. Analysis of findings: The implementation of the assignment needs to continue as structured.

5. **What program changes will be made based on the assessment results?**

- a) Describe plans to improve student learning based on assessment findings (e.g., course content, course sequencing, curriculum revision, learning environment or student advising). Continue to prepare students to successfully write unit plans that teach to the K-12 health standards. Continue to identify students in our program that may be struggling with lesson/unit plan writing and give additional assistance as needed.
- b) Provide a broad timeline of how and when identified changes will be addressed in the upcoming year. Students needing additional assistance with writing lessons/units that teach to the K-12 standards can be identified in PHED340, 341, 365, 375, 336 & 337 and HLED365.

6. Description of revisions to the assessment process the results suggest are needed and an evaluation of the assessment plan/process itself. No revisions needed.

NEW: PART II – CLOSING THE LOOP
FOLLOW-UP FROM THE 2014-15 PROGRAM ASSESSMENT REPORT

In response to the university's accrediting body, the [Northwest Commission on Colleges and Universities](#), this section has been added. This should be viewed as a follow up to the previous year's findings. In other words, begin with findings from 2014-15, and then describe actions taken during 2015-16 to improve student learning along, provide a brief summary of findings, and describe possible next steps.

PLEASE NOTE: The university also requests that Deans complete a College-Level Synthesis report, which synthesizes which programs/certificates have demonstrated "closing-the-loop" assessments and findings based on the previous year's assessment report.

Working definition for closing the loop: *Using assessment results to improve student learning as well as pedagogical practices. This is an essential step in the continuous cycle of assessing student learning. It is the collaborative process through which programs use evidence of student learning to gauge the efficacy of collective educational practices, and to identify and implement strategies for improving student learning.* Adapted 8.21.13 from <http://www.hamline.edu/learning-outcomes/closing-loop.html>.

1. **Student Learning Outcome(s)** assessed for 2014-15

2. **Strategies implemented** during 2015-16 to improve student learning, based on findings of the 2014-15 assessment activities.

3. **Summary of results** (may include comparative data or narrative; description of changes made to curriculum, pedagogy, mode of delivery, etc.): Describe the effect of the changes towards improving student learning and/or the learning environment.

4. What **further changes to curriculum, pedagogy, mode of delivery**, etc. are projected based on closing-the-loop data, findings and analysis?