

Annual Report for Assessment of Outcomes -- Health

(For Degree, Certificate or Core Outcomes)

To complete this Assessment Report, please address the questions below, and send to learningassessment@pcc.edu by **June 20, 2011**; subject line: REPORT Assessment [SAC]

1. Describe changes that have been implemented towards improving students' attainment of outcomes that resulted from outcome assessments carried out in the previous academic year.

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.iii (for Core Outcomes) or 6.B.iii (for CTE Degree and Certificate outcomes).

The majority of HE 250 Personal Health courses taught throughout the district use the same Health and Food assignment. This assignment was the SAC's focus for assessing the Critical Thinking Outcome. After data was collected, full and part-time faculty met to discuss data and identify specific areas for improvement. Assignment was redesigned in several key areas: instructions were re-written for greater clarity; reflection questions, where students were asked to critically think about the nutritional data they had collected, were revised, and content areas were edited to be more in alignment with the overall goals of the assignment.

2. Identify the outcomes assessed this year, and describe the methods used. What were the results of the assessment (i.e., what did you learn about how well students are meeting the outcomes)?

(Information provided here may be referenced, inserted into or summarized in Program Review 2.C.i& ii (for Core Outcomes) or 6.B.i & ii (for CTE Degree and Certificate outcomes)

a. Describe the method(s) you used.

Communication Outcome:

Health SAC assessed the Communication Outcome using an assignment in HE 262 – Children's Health, Safety and Nutrition. HE 262 was taught as two online sections and one on-campus section in the Spring. This course is open to all students, is a transfer LDC course, and is a required course for the ECE AAS degree. The two instructors who taught the online course sections used the Health teaching assignment for this assessment – approximately 55 students between the two courses.

The assignment is completed in two phases. The first phase is to identify a children's health lesson plan (several options are provided in the textbook), prepare the lesson, and teach the lesson. The second phase is a written paper discussing the assignment. Each instructor applied the Communication Rubric, provided by the LAC, to their students' written paper to assess the Communication Outcome. The instructors met, compared data, and used the data to inform revisions to the assignment.

b. Results: What did you learn?

Applying the Communication Rubric, some thematic observations were made about the current assignment:

- A. Students' written responses provided supporting evidence inconsistently in two areas
 - a. In their teaching demonstration written response, few students provided detailed information about what they did
 - b. In their written response that addressed the health importance of their health topic to children and future adults, few connected the dots to children and less connected it to adults; references were not consistently cited and used in the written communication

B. The vast majority of the students used correct syntax and organized areas in their written response

3. Identify any changes that should, as a result of this assessment, be implemented towards improving students' attainment of outcomes.

It was determined that the assignment instructions needed to be revised to clarify expectations for the students. Discussion also was held around whether or not to develop a grading rubric for the assignment. In addition, it was agreed that one –three well written student papers would be kept and used in future classes as examples. The overall impression is that our students have the writing skills – syntax and organization – but may lack experience in writing a paper that asks for reference citation and synthesizing several resources. Sample papers, along with more extensive instructions, may provide the additional guidance needed.

Requesting LAC approval for the HE SAC Cultural Awareness assessment plan to be completed Fall 2011.

1. Ena Rierson has obtained student permission from select students in her spring HE 212 class to use their assignments to be assessed for Cultural Awareness.

2. Full-time faculty (and other participating faculty) members will apply the HE SAC approved rubric to score one assignment and then answer the questions a-e.

- a) Did the assignment obtain the desired information?
- b) Is the assignment useful for students?
- c) Can the students use the information?
- d) Can the grading be more specific using the rubric?
- e) Suggestions for improvement

3. Results sent to Shari no later than October 10, 2011 to be compiled and reviewed at the October 26, 2011 SAC Inservice.

4. At the Fall SAC meeting SAC members will review and discuss independent assessments as well as the compiled results. Shari will prepare a written summary for SAC approval.

5. Once approved, they will be submitted to the SAC chair to be submitted to the LAC .

Please let me know the completion due date. Thank you

Shari

Cultural Awareness Core Outcome

Analyze Cultural Perspective

- Identify one's own cultural assumptions and those of others.
- Identify and acknowledge cultural perspectives and values different from their own.
- Identify and analyze biased behavior, practices and language.
- Apply appropriate techniques for exploring assumptions and expressing viewpoints.

Apply Knowledge of Cultural and Historical Context

- Analyze the relationships of individuals and cultures to the history of events and ideas.
- Analyze how various ethical systems, world views, assumptions about the self, and historical contexts impact relationships.
- Engage in, and/or appreciate different forms of creative and artistic expression, connecting personal responses to broader contexts.

CULTURAL AWARENESS RUBRIC

LEVEL 1 Consistently demonstrates limited application of knowledge and skills

Sample Indicators	Mastered	Emerging
Identify one's own cultural perspectives, values and assumptions		
List examples of culturally biased behavior, practices and language in the media.		
Describe one method/technique for exploring the assumptions, perspectives and values of a cultural group.		
Name one method for dealing with work-place conflicts that arise from cultural differences.		
Describe the cultural perspective, values and assumptions of another culture.		

LEVEL 2 Consistently demonstrates basic application of knowledge and skills.

Sample Indicators	Mastered	Emerging
Summarize the relationship of individuals and/or cultures to the history of events and/or ideas.		
Describe the cultural changes which occurred following specific events in history.		
Compare and contrast a form of creative and artistic expression, such as dance, in two different cultural contexts, such as Native Americans and African Americans		

LEVEL 3 Consistently demonstrates comprehension and applies essential knowledge and skill.

Sample Indicators	Mastered	Emerging
Compare and contrast one's own cultural assumptions, perspectives and values with those of others.		
Describe the effects of prejudice on different groups.		
Demonstrate an appropriate technique for exploring assumptions and expressing viewpoints.		
Analyze the relationships of individuals and cultures to the history of events and ideas.		
Analyze how individuals in two or more culture groups have been impacted by historical, cultural, or economic events.		
Describe the cultural patterns/icons displayed in a specific artistic expression, such as a painting, sculpture, literature.		
Support one's own cultural assumptions and explain those of others.		
Assess cultural perspectives and values different from their own.		
Modify biased behavior, practices and language.		

LEVEL 4 Consistently demonstrates thorough, effective and/or sophisticated application of knowledge and skills.

Sample Indicators	Mastered	Emerging
Use more than one appropriate technique for exploring assumptions and expressing viewpoints.		
Evaluate the relationships of individuals and cultures to the history of events and ideas.		
Formulate a theory of how various ethnical systems, worldviews, assumptions, and theories about the self, and historical, cultural, economic and social context impact individual and cultural relationships.		
Evaluate different forms of creative and artistic expression, connecting personal responses to broader contexts.		

