

Health 101: Health and Wellness Learning Outcomes Assessment Project Executive Summary

Stage 1: Designing and Proposing a Learning Outcomes Project

Health 101 is the study of essential health practices as they relate to social, emotional, physical, intellectual, spiritual and environmental health. A pre/post multiple choice exam covering 12 major content areas was designed from a standardized test bank and each examination question was matched to the objective(s) that it most appropriately measured. The test was then taken to an external consultant to confirm the validity of the exam in assessing the assigned objective (s). The initial assessment occurred in fall 2002 and was repeated in fall 2004.

Stage 2: Implementing the Design and Collecting and Analyzing the Data

The results of the initial assessment showed that of the students enrolled in HLTH 101, 75% were successful in receiving grades in the A-D range, 25% received an F or withdrew from the course. The success rate of African American students was significantly lower than that of majority students at 68%. The mean score on the exam for CCBC (all three campuses combined) was 65.1, with African Americans scoring significantly lower at 62.7 compared to majority students at 66.3.

Stage 3: Redesigning the Course to Improve Student Learning

As a result of faculty discussion and a mutual agreement upon the importance of improving student success rates and learning, the faculty decided to implement interventions that focused on increased communication with students and enhanced creative learning activities. In particular, the faculty felt that there needed to be special emphasis on closing the achievement gap between African American and majority students. To meet this goal, the health faculty utilized ideas from the "Creative Teaching Techniques for Health" manual, monitored attendance on a daily basis through the incorporation of assignments and class activities that required attendance and participation, and were actively involved in the CCBC Early Alert program. Further, the topic areas that were identified as having the lowest means were targeted for more focused instruction.

Stage 4: Implementing Course Revisions and Reassessing Student Learning

The second assessment occurred during fall 2004 and showed improved overall success rates. In addition the mean score on the assessment instrument improved from 65.2 to 72.1. There was no statistically significant difference between the mean scores of African American students and majority students therefore demonstrating a closing of the achievement gap. Those topic areas where focus was increased had the highest mean score improvements.

Stage 5: Final Analysis and Reporting Results

The health department members were encouraged that the interventions implemented contributed to an overall improvement of the test results. Recommendations for the future to maintain the momentum from this project include expanding the "Creative Teaching Techniques for Health" manual, more frequent department meetings to discuss classroom issues, content changes, and teaching ideas, and continued and improved student monitoring.