

Health and Fitness Promotion
School of Science, Health, and Criminal Justice
2018 Calendar Year Assessment Report



Curriculum Coordinator: Janet Parcell Mitchell
Date of Presentation: January 18, 2019

What was assessed? Student learning outcomes list:

- Social Responsibility—Teamwork
- Social Responsibility—Ethical Reasoning



How was the assessment accomplished?

- **HEFI 320:** Spring 2018; Social Responsibility— Teamwork
- Measure: Module 5 Homework, Questions #3, 6, 7
- Assessment: Using the AACU Value Rubric for Teamwork, students will complete a homework assignment discussing working together to create goals, intra and interpersonal factors that affect goals, using health information as a motivator, and cues to action.
- Target: Using the AACU Value Rubric for Teamwork, at least 8/10 students will score a 15/20.



How was the assessment accomplished?

- **HEFI 407:** Spring 2018; Social Responsibility—
Teamwork
- Measure: Final Internship Assessment
- Assessment: Using the AACU Value Rubric for Teamwork, students will demonstrate effective organizational and leadership skills throughout their internship with the ability to meet deadlines, contribute to team meetings/conferences, respond appropriately to feedback, and supports others in a positive and welcoming atmosphere.
- Target: 100% of students will score at least a 17 out of 20 on the AACU Value Rubric for Teamwork



How was the assessment accomplished?

- **HEFI 407:** Spring 2018; Social Responsibility—
Teamwork
- Measure: Final Internship Assessment
- Assessment: Using the AACU Value Rubric for Teamwork, students will demonstrate effective organizational and leadership skills throughout their internship with the ability to meet deadlines, contribute to team meetings/conferences, respond appropriately to feedback, and supports others in a positive and welcoming atmosphere.
- Target: 100% of students will score at least a 17 out of 20 on the AACU Value Rubric for Teamwork



How was the assessment accomplished?

- **HEFI 303:** Fall 2018; Social Responsibility—Ethical Reasoning
- Measure: Homework Assignments Chapter 9 Part 1 (#1, 2, 3) & Chapter 9 Part 2 (#4, 5)
- Assessment: Using the AACU Value Rubric for Ethical Reasoning, students will complete a homework assignment discussing methods of optimizing training to enhance sports performance, staying within the scope of practice of a strength and conditioning specialist/personal trainer and maintaining the code of ethics for a health care professional.
- Target: Using the AACU Value Rubric for Ethical Reasoning, at least 12/16 students will score a 15/20.



How was the assessment accomplished?

- **HEFI 405:** Spring 2018; Social Responsibility—Ethical Reasoning
- Measure: Discussion Board 1
- Assessment: Using the AACU Value Rubric for Social Responsibility--Ethical Reasoning, Students will complete the first discussion board posting regarding New Year's Resolutions for weight loss and positive and negative motivators using current trends, including the website www.healthywage.com.
- Target: 85% of students will score at least 15 out of 20 points on the AACU Value Rubric for Ethical Reasoning.



How was the assessment accomplished?

- **HEFI 407:** Spring 2018; Social Responsibility—Ethical Reasoning
- Measure: Final Internship Assessment
- Assessment: Using the AACU Value Rubric for ethical reasoning, students will respond appropriately to diverse or alternative cultures, processes, and ideas throughout their internship by behaving in an ethical manner and respecting the diversity of others, as well as respecting privacy of others and maintaining confidentiality.
- Target: 100% of students will score a 20/20 on the AACU Rubric for Ethical Reasoning.



NOT ASSESSED

- HEFI 403 was not assessed in 2018 because it was not taught at all this calendar year.
- It was marked to be assessed for Social Responsibility—Teamwork.



Actual assessment data

Assessment Results - AACU VALUE Rubric for Social Responsibility - Teamwork

<u>Subject</u>	<u>Course</u>	Sections Participating	Total Sections	Outcome
HEFI	320	1	1	Met
HEFI	403			Not Offered 2018
HEFI	407	1	1	Not Met

Program Title Courses - Overall Findings for Teamwork

Total Sections Selected for Assessment	2
Total Sections Assessed	2
% Sections Meeting or Exceeding Target (of those assessed)	50%

Assessment Results - AACU VALUE Rubric for Social Responsibility - Ethical Reasoning

<u>Subject</u>	<u>Course</u>	Sections Participating	Total Sections	Outcome
HEFI	303	1	1	Met
HEFI	405	1	1	Met
HEFI	407	1	1	Met

Program Title Courses - Overall Findings for Ethical Reasoning

Total Sections Selected for Assessment	3
Total Sections Assessed	3
% Sections Meeting or Exceeding Target (of those assessed)	100%



Assessment results: What have the data told us?

- HEFI 303: 100% of sections met target.
- HEFI 320: 100% of sections met target, however this is not the best class to use for evaluating teamwork (see next slide on closing the loop)
- HEFI 405: 100% of sections met target.

- HEFI 403: Not taught/not assessed.
- HEFI 407: 100% of students met target for Social Responsibility—Ethical Reasoning. However, for Social Responsibility—Teamwork, the target (100% of students attaining a 17/20) was not met due to 1 student.

- Assessment standards and targets are being met effectively in classes, but not on the internship.
- Based on reflections and recommendations, not all students should be eligible for internship, and strict guidelines on who should be able to participate on internships needs to be set.

- See next slide on closing the loop.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- HEFI 320: In the future, this class would NOT be the best example for a teamwork scenario, as there is no actual group work done in this course, just the theory of how they would/should work as a team.
- A better course to be evaluated for teamwork would be HEFI 404 and/or HEFI 408.



Data-driven decisions: How the department has or plans to “close the loop” based on these results.

- HEFI 407: The student who did not meet the objective has been a problem student throughout the curriculum, as they were a weaker student academically, and was also unable to accept help/assistance or take feedback in a positive manner.
- To prevent students like this (i.e. a "D" student making it to the end of the program), it is recommended that higher standards be set forth at the beginning of the curriculum to "weed out" these students. Students should be required to achieve at least a C in BIOL 217 and BIOL 218 to continue in the program.
- An internship “application process” also needs to be instituted to make sure that only students who are appropriate and ready, both academically and socially, are going out on internships.



What resources were used or have been requested to close the loop?

- No resources requested.



What changes would you make to the Assessment Process?

- No changes to assessment process, however changes should be instituted as far as grade requirements to continue in the curriculum (students should require a C in BIOL 217 and BIOL 218) and students should also have a process instituted to apply for internships.

