

Program/Department
School of Science, Health, Criminal Justice
Fall 2016 Assessment Report



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What was assessed? Student learning outcomes list:

SLO 1. Physical Fitness Assessment

Demonstrate the ability to effectively and accurately assess all components of physical fitness.

SLO 2. Individualized and Group Exercise Programs

Effectively implement individualized and group exercise programs that meet the health and fitness goals of the intended audience.

SLO 3. Individualized and Group Exercise Programs

Effectively develop health and fitness programs based on the outcomes of fitness assessment and interpretation of exercise testing.

SLO 4. Effective Communication

Capably communicate, orally and in writing, as a health and fitness professional within various health and fitness settings.

SLO 5. Effective Communication

Identify and communicate health and fitness needs for individuals and groups to promote advancement of disease and injury prevention.



SLO 6. Applied Health Promotion

Utilize strategies that effectively promote positive behavioral change related to health and fitness.

SLO 7. Applied Health Promotion

Effectively utilize research evidence to guide best practice in the area of health promotion and fitness programming.

SLO 8. Applied Health Promotion

Utilize knowledge of foundational science and/or business principles to guide decision making in the health and fitness setting.

SLO 9. Applied Health Promotion

Be prepared to seek specialized fitness certifications and/or advanced degrees in areas related to health and fitness.

SLO 10. Applied Health Promotion

Articulate the importance of lifelong learning and skill enhancement to reach their fullest potential as a health and fitness professional.



Where were outcomes assessed?

- *SLO 1 – Physical Fitness Assessment*
HEFI 401 – SLO A, B, C, D, E, F, G, H HEFI 402 – SLO B, C, E, F
- *SLO 2 – Individualized and Group Exercise Programs*
HEFI 401 – SLO A, C, D, F, G, H HEFI 402 – SLO A, B, C, D, E, F
- *SLO 3 – Individualized and Group Exercise Programs*
HEFI 401 – SLO D, E, F, H HEFI 402 – SLO A, B, C, D, F
- *SLO 4 – Effective Communication*
HEFI 201 – SLO A, B, C, D, E, F, G HEFI 375 – SLO A, D, E, F, G
HEFI 401 – SLO E, F HEFI 402 – SLO A
HEFI 404 – SLO A, B, C, D, E, F, G HEFI 406 – SLO A, B, C, D, E
- *SLO 5 – Effective Communication*
HEFI 201 – SLO A, B, C, D, E, F, G HEFI 375 – SLO A, B, C, D, E, F, G
HEFI 401 – SLO B, C, E, F, G HEFI 402 – SLO A, C, E
HEFI 404 – SLO A, D, F, G HEFI 406 – SLO C, E



- ***SLO 6 – Applied Health Promotion***

HEFI 201 – SLO B, E, F, G

HEFI 401 – SLO A, B, C, D, E, F, G, H

HEFI 404 – SLO A, F

- ***SLO 7 – Applied Health Promotion***

HEFI 375 – SLO B, C, D, E, F

HEFI 402 – SLO A, B, C, D, E, F

- ***SLO 8 – Applied Health Promotion***

HEFI 201 – SLO D, E, F

HEFI 401 – SLO A, C, H

HEFI 404 – SLO B, C, D, E, F, G

- ***SLO 9 – Applied Health Promotion***

HEFI 201 – SLO A, E

HEFI 401 – SLO A, B, C, D, E, F, G, H

HEFI 404 – SLO B, C, D, E, F, G

- ***SLO 10 – Applied Health Promotion***

HEFI 201 – SLO A, E

HEFI 402 – SLO C, D, E, F

HEFI 375 – SLO A, D, E, F, G

HEFI 402 – SLO A, C, D, F

HEFI 401 – SLO A, B, C, D, E, F, G, H

HEFI 404 – SLO B, C, E, F, G

HEFI 375 – SLO A, B, C, D, E, F, G

HEFI 402 – A, B, C, D, E, F

HEFI 375 – SLO A, B, C, D, E, F, G

HEFI 402 – SLO A, B, C, D, E, F

HEFI 401 – SLO C, E, F, G, H

HEFI 406 – SLO B, C, D, E



How was the assessment accomplished?

- Student work assessed:
 - Midterm and final exam multiple choice questions
 - Critical Thinking Essays
 - Discussion Board Posts
 - Short Answer Homework Questions
 - Short Answer Activity Labs
 - Reflective Papers/Discussion Boards
 - Applied Projects
 - Skills Check Offs
 - Practical Exams
- Measurement strategy:
 - Rubrics used for skills check offs, practical exams, projects, papers, discussion boards
 - % of questions answered correctly on midterm/final exams
- Sample size:
 - Total Students enrolled in HEFI classes = 63 students



Assessment data

	Measures		Not Met		Met		Exceeded	
	N	N	%	N	%	N	%	
All Courses		16	1	6%	16	94%		
HEFI 201		1			1	100%		
HEFI 375		1			1	100%		
HEFI 401		1			1	100%		
HEFI 402		1			1	100%		
HEFI 404		7	1	14%	6	86%		
HEFI 406		5			5	100%		



Assessment Data

Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)							
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>			
HEFI	201	1	1	1 Met			
HEFI	202	<i>Not taught Fall 2016</i>					
HEFI	375	1	1	1 Met			
<u>Health and Fitness Promotion Courses - Overall Findings for Communication</u>							
Total Sections Selected for Assessment				2			
Total Sections Assessed				2			
% Sections Meeting or Exceeding Target (of those assessed)				100%			
<u>Recommendations, Reflections, and Notes:</u>							
HEFI 201: Students demonstrated the least amount of understanding regarding a specific health care professional's code of ethics. For next year the assignment could be revised so that the question is given to them with more specific instructions so that their answers are not so broad.							
HEFI 375: I think students would benefit from seeing an example of "very good work" as well as "very poor work." I would like to upload examples of anonymous student work for viewing at the beginning of the semester so that students know what expectations are for "A-Level Work" as well as "F-Level Work." Students would also benefit from reviewing how to search for appropriate, unbiased, factual information.							



Assessment Data

Assessment Results - AACU VALUE Rubric for Critical Thinking

<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>
HEFI	401	1	1	1 Met
HEFI	402	1	1	1 Met
HEFI	408	<i>Not taught Fall 2016</i>		

Health and Fitness Promotion Courses - Overall Findings for Critical Thinking

Total Sections Selected for Assessment

Total Sections Assessed

% Sections Meeting or Exceeding Target (of those assessed)

Recommendations, Reflections, and Notes:

HEFI 401: Students are given a rubric (not the AACU rubric) for the "skills check" portion of the assignment, but only directions for the written portion (this portion) of the assignment. In the future I recommend to create a more detailed rubric for the written portion of the assignment to make grading easier for myself and to also designate point discrepancies.

HEFI 402: Students currently have to demonstrate/instruct athletes in at least 8 lifts, 2 medicine ball exercises, and 2 plyometric exercises. In the future, I may consider taking the plyometric portion out of this assignment and extending the lifts to 10 resistance exercises. I should also consider being more specific with the 8-10 resistance exercises and specify that 2 should be dumbbell, 2 kettlebell, 2 barbell, etc, to better gauge students understanding of each type of equipment usage.



Assessment results: What have the data told us?

1. All courses assessed with the AACU Rubrics met the intended criteria.
2. Only two courses (HEFI 310 and HEFI 404) did not meet the intended criteria, and these were not courses evaluated using the AACU Rubrics.
3. Regarding HEFI 310, the SLO that was not met does not have enough time to teach it/add it into the curriculum, and has been a struggle to effectively achieve in past semesters. Time is more importantly spent elsewhere in the course, focusing on the other SLO's. This SLO should be deleted from the course.
4. Regarding HEFI 404, the SLO that was not met is also covered in another course (HEFI 401), and would be better placed in HEFI 401 due to content of the course and progression of the knowledge base of the program. It was not covered in 404 this semester due to repetitive information that is also covered elsewhere, and to also allow more time for new information to be effectively covered. This SLO should be deleted from the course.



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

- HEFI 310:
 - Did not meet SLO d: “Explain the need for and demonstrate the proper application of bandaging, wound care management, skin site preparation, and removal of bandaging for sport related injuries.”
 - Not enough time in the course to add this in
 - Not significant enough information—the other SLO’s are vitally more important
 - Spending too much time on this area takes away from more vitally important aspects of the course
 - **Remove SLO from course outline**



- HEFI 404:
 - Did not meet SLO a: “Employ interviewing techniques that demonstrate respect for the client.”
 - Repeat information/knowledge/skills covered in HEFI 401
 - HEFI 401 happens earlier in the curriculum when this skill is vital to be acquired
 - **Remove this SLO from the course outline**



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

I personally believe that all my criteria were met due to small class sizes, allowing for more direct supervision of students in the classroom/labs, and also allowing me to better teach to each student's needs. However, if my classes never exceed the capacity of 10 students, I do not feel this program will be considered successful. So I am requesting \$\$ to assist with marketing Health and Fitness Promotion, as I desperately need to increase the number of students in this program, and also awareness that this program exists. Many people, including people who work on this campus, do not know this program exists, what the program consists of, or what my students are capable of.



- Pamphlets
- Flyers
- Radio
- TV
- Etc.



What changes would you make to the Assessment Process?

- The assessment process had much more meaningful value last year when we did not use the AACU Rubrics. Using the rubrics did make the actual assessment process easier, as we only had to measure one SLO, but the data and results were not as meaningful overall.
- Go back to assessing each SLO.

