

Program/Department  
School of Science, Health, and Criminal Justice  
Spring/Fall 2017 Assessment Report



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# What was assessed? Student learning outcomes list:

- SLO 1: Communication Skills
- SLO 2: Critical Thinking



# How was the assessment accomplished?

- HEFI 202: Spring 2017—Oral Communication
- Assessment: Using the AACU Value Rubric for Oral Communication, students will pick a topic (disease, pathology, other issue) pertaining to each of the 9 lifespans discussed (prenatal, infant, toddler, preschool, school-age, adolescent, young adult, middle adult, older adult) and discuss the topic itself, as well as how they would promote a healthy lifestyle change or supplement a healthy lifestyle in regards to the chosen topic for the particular lifespan. For the purposes of this assessment, the presentation on the School-Age group was chosen.
- Target: 70% of students will score at least 10 out of 20 points on the AACU Value Rubric for Oral Communication



# How was the assessment accomplished?

- HEFI 201: Fall 2017—Written Communication
- Assessment: Using the AACU Value Rubric for Written Communication, students will complete a homework assignment discussing benefits of interdisciplinary teams, effective ways to maximize collaboration among health professionals, how evaluation of educational outcomes regarding interdisciplinary collaboration might be measured, barriers and ways to overcome them for learner education, rights and responsibilities of learners and educators, and the code of ethics for a health care professional.
- Target: 70% of students will earn at least 10 out of 20 points on the AACU Value Rubric for written communication



# How was the assessment accomplished?

- HEFI 408: Spring 2017—Critical Thinking
- Assessment: Using the AACU Value Rubric for Critical Thinking, students will assess cardiorespiratory fitness, muscular fitness, body composition, and flexibility for the geriatric population at Partridge Knoll Adult Living Home. Students will complete the assessment with the Senior Fitness Test, an evidence-based and standardized test for the specific population. Afterwards, students will complete a written assignment where they must address all areas assessed. Written assignment will require students to designate whether the client was above average, normal range, below average, or low functioning. Students then need to write recommendations on how clients who are below average or low functioning can improve in these areas.
- Target: 70% of students will score at least 10 out of 20 points on the AACU Rubric for Critical Thinking



# How was the assessment accomplished?

- HEFI 401: Fall 2017—Critical Thinking
- Assessment: Using the AACU Value Rubric for Critical Thinking, students will assess flexibility of a client and then using the flexibility testing results they will complete a written assignment where they must address flexibility concerns. Written assignment will require students to designate where the client was tight, justify why they were tight, and create a stretching routine for them regarding frequency/intensity/duration/type of stretch.
- Target: 70% of students will score at least 10 out of 20 points on the AACU Rubric for Critical Thinking



# How was the assessment accomplished?

- HEFI 402: Fall 2017—Critical Thinking
- Assessment: Using the AACU VALUE Rubric for Critical Thinking, students will be assessed on their ability to design a workout program for an off-season athlete. The student will meet with an athlete, explain to the athlete the purpose for program and what to expect from the sessions. The students will also select and demonstrate lifts appropriate to the needs of the athlete's ability, training status, and sport. Students must adapt the lifts to the level of the athlete, and provide a verbal description to me of how they would progress each lift.
- Target: 70% of students will score at least 10 out of 20 possible points on the AACU VALUE Rubric for the Critical Thinking Rubric.



# Actual assessment data

<b>Assessment Results - AACU VALUE Rubric for Communication (Written or Oral)</b>						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>	
HEFI	202	1	1	<i>100% of sections met</i>	Spring 2017	
HEFI	201	1	1	<i>100% of sections exceeded</i>	Fall 2017	
<b><u>Overall Findings for Communication</u></b>						
Total Sections Selected for Assessment					2	
Total Sections Assessed					2	
% Sections Meeting or Exceeding Target (of those assessed)					100%	

<b>Assessment Results - AACU VALUE Rubric for Critical Thinking</b>						
<u>Subject</u>	<u>Course</u>	<u>Sections Participating</u>	<u>Total Sections</u>	<u>Outcome</u>	<u>Semester</u>	
HEFI	408	1	1	<i>100% of sections met</i>	Spring 2017	
HEFI	401	1	1	<i>100% of sections exceeded</i>	Fall 2017	
HEFI	402	1	1	<i>100% of sections exceeded</i>	Fall 2017	
<b><u>Overall Findings for Critical Thinking</u></b>						
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 202: 100% of sections met target.
- HEFI 201: 100% of sections met target.
- HEFI 408: 100% of sections met target.
- HEFI 401: 100% of sections met target.
- HEFI 402: 100% of sections met target.
- **Assessment standards and targets are being met effectively. Based on reflections and recommendations, some further clarity can be given to assignments (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 202: Appropriate examples of topics could be shared with the students at the beginning of the semester so that they are better able to understand the interventions portion of the assignment more thoroughly from the beginning.  
Reflections/Notes : Students scored better and demonstrated improved understanding of assignment requirements and clarify of explanations as the semester continued.



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

- HEFI 408: Recommendations : Students are given written instructions for the written portion of the assignment, but no specific rubric is in place. A rubric for the future would help designate point breakdown for various sections and help further explain the assignment to students so they know more clearly of what is expected of them. A more detailed rubric would make grading easier for myself and also designate point discrepancies.  
Reflections/Notes : This assignment went very well. The residents and staff at Partridge Knoll were very pleased with their experience and look forward to participating again next year.



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

- None



# What changes would you make to the Assessment Process?

- Continue to perform assessment the same way at this time, as it appears to be working effectively.

