# Calendar-Year Program Report

Program Title: Health and Fitness Promotion
Calendar Year: 2021

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## AGGREGATE REPORT

**Assessment Results - AACU VALUE Rubric for ISLO 4: SR - Teamwork**
**PSLO 6: Utilizes strategies that effectively promote positive behavioral change related to . . .**

| Subject | Course | Sections Participating | Total Measures | Outcome | Semester |
|---|---|---|---|---|---|
| PSYC | 320 | | | Designator changed from HEFI to PSYC | |
| HEFI | 403 | | | HEFI 403 Not Taught | |
| HEFI | 407 (M) | | | Closed due to COVID | |
| | | | | | |
| **Program Title Courses - Overall Findings for PSLO 6** | | | | | |
| Total Sections Selected for Assessment | | | | | |
| Total Sections Assessed | | | | | |
| % Sections Meeting or Exceeding Target (of those assessed) | | | | | |
| | | | | | |
| **Recommendations, Reflections, and Notes:** | | | | | |
| Appended. | | | | | |

**Assessment Results - AACU VALUE Rubric for ISLO 4: SR – Ethical Reasoning**
**PSLO 7: Effectively utilize research evidence to guide best practice in the area of health promotion . .**

| Subject | Course | Sections Participating | Total Measures | Outcome | Semester |
|---|---|---|---|---|---|
| HEFI | 303 | 1 | 1 | Met | Fall |
| HEFI | 405 | 1 | 1 | Exceeded | Spring |
| HEFI | 407 (M) | | | Closed due to COVID | |
| | | | | | |
| **Program Title Courses - Overall Findings for PSLO 6** | | | | | |
| Total Sections Selected for Assessment | | | 3 | | |
| Total Sections Assessed | | | 2 | | |
| % Sections Meeting or Exceeding Target (of those assessed) | | | 100% Met or Exceeded | | |
| | | | | | |
| **Recommendations, Reflections, and Notes:** | | | | | |
| Appended. | | | | | |

## DISCUSSION OF RESULTS

**Directions:** This portion of the document is designed to provide context for results, to discuss individual instructors' input on whether or not the methods they are using are effective.

Some questions to consider: is the assessment process for the outcome you're assessing sufficiently robust?

Are enough sections of the course being assessed to represent an accurate portrayal of program success?

If the targets have been met, might they be raised in the future?

If targets are consistently exceeded, might the assignment be made more demanding to challenge students effectively?

HEFI 320 was changed to PSYC 320, and as such had a different instructor (Barat)

HEFI 403 has not been taught during the 2021 calendar year. We will make alterations to the program assessment plan accordingly moving forward.

HEFI 407 is the internship and it normally runs only in the spring.  Well in Spring of 2021 I forgot everything was still pretty much on lockdown from COVID so no students opted to pursue internships that semester.

Summary of Findings: 19/23 students met the criteria of 9/12 using the AACU value rubric. The 4 students who did not meet the criteria did not submit the assignment.

Results : Target Achievement: Met

Recommendations:

Reflections/Notes: I only met this criteria because of the number of students who submitted the assignment. I have never had a class of students who did not submit assignments. As my classes get larger (up to 23 students in this class when I typically had less than 23), I will likely find more and more students who are not submitting assignments.

## DATA DRIVEN DECISIONS

**Directions:** What will you change as a result of the data?

**If targets are not met:** best practices suggest we make changes to course content, rubrics, or the assessment process, and spend the next cycle year reviewing the courses for which we didn't meet targets *in addition to* the PSLOs up for that cycle year. If there are problems, we want to catch them quickly. So, if targets are not met, what will be changed, and what is the timeline for addressing the issue?

**If targets are met:** Many people are under the impression that as long as targets are met, then there is no need to make changes. As evidenced in the directions in the previous section, we can still make changes. Perhaps a new target would be appropriate? Perhaps the assignment should be more challenging for students? Perhaps a more robust measurement of the PSLO or ISLO could be made?

## RESOURCE ALLOCATION REQUESTS

### RESOURCE ALLOCATION REQUEST FORM

<u>Guidelines for Request:</u>
1. Please ensure the request is linked to learning outcomes (course, program, and/or institutional)
2. Complete this form and send it to your academic dean for review and potential consideration at Provost's Cabinet.

PROPOSAL INFORMATION:
Applicant's Name: _____
Program Title: _____

    a. Please describe the request (what is the problem that the request is trying to solve?)

    b. Describe and or list the resource(s) you hope to acquire as a result of this request. (For instance, are you looking for course materials, additional instructors, etc.? What is the problem that this request is trying to solve?)

    c. How is the request linked to learning outcomes assessment?

    d. Please include any data that will help support this request (learning outcomes data)

    e. Describe briefly your follow-up assessment (currently we assess on a three-year cycle, but learning outcomes that are addressed with resource allocation should be assessed again as soon as possible to determine the viability and sustainability of resource allocation)

    f. Please include any alternative sources of funding you have considered for this initiative (grants, different pools of money on campus, etc.)

    g. Approximately how many students do you anticipate will be served by this request each Academic year?

    h. Total Amount Requested: _____

## SUGGESTIONS FOR IMPROVING THE ASSESSMENT PROCESS

**Directions:** some proposed areas of improvement might include: collection of data, distribution of data, what kinds of data is included/omitted, timelines, when or how work is completed, delegation of responsibilities, etc.

## APPENDIX A: QUALITATIVE AND CONTEXTUAL INFORMATION FROM TASKSTREAM