

## ASHS Program Learning Outcomes Report Summary 2022

The following table summarizes the assessment of Program Learning Outcomes (PLOs) for the ASHS program for assessment cycle 2021-2022. This process is conducted regularly as part of the annual learning results assessments, which measure two or three PLOs for each program each year. This summary report is to be submitted to the EEC upon its completion.

<b>Program</b>	Associate of Science Health Sciences (ASHS)
<b>Assessment Period</b>	Summer 1 2021 to Spring 2 2022
<b>Program Learning Outcomes (PLOs)</b>	<p>PLO 1: Apply key elements of a Christian worldview to personal and professional values, ethics, and commitments.</p> <p>PLO 3: Demonstrate competency in written and oral communication skills.</p>
<b>Standards of Success</b>	<p>PLO 1: Artifact Proficiency Standard:</p> <p style="padding-left: 40px;">Each artifact is considered to have met the proficiency standard if two out of the three categories (or if all categories) of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric</p> <p>Aggregate Achievement Standard:</p> <p style="padding-left: 40px;">Eighty percent of artifacts will meet the ‘Satisfactory’ level as measured by the ‘Direct Assessment’ rubrics developed for each assessment.</p> <p>PLO 3: Artifact Proficiency Standard:</p> <p style="padding-left: 40px;">Each artifact is considered to have met the proficiency standard if at least five out of the nine categories of measurement achieve at least a “satisfactory” rating according to the artifact assessment rubric.</p> <p>Aggregate Achievement Standard:</p> <p style="padding-left: 40px;">Eighty percent of artifacts will meet the ‘Satisfactory’ level as measured by the ‘Direct Assessment’ rubrics developed for each assessment.</p>
<b>Evidence</b>	<p>PLO 1: Course and Assignment in CHEM 115: Week 8 Discussion Response, 161 students–41 artifacts</p> <p>PLO 3: Course and Assignment in ENGL 105 Argumentive Essay, 210 students–42 artifacts</p>
<b>Assessment Tool</b>	<p>PLO 1: A standardized, direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p> <p>PLO 3: A standardized, direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p>

<b>Assessors</b>	Lois Chipman-Sullivan, MBA Dr. Aiwei Borengasser Dr. Jennifer Livingston
<b>Results</b>	PLO 1: 38 out of 41 samples passed (92.7%) PLO 3: 40 out of 42 samples passed (95.2%)
<b>Discussion of Results</b>	<p>PLO 1: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 1 met the minimum passing rate.</p> <p>Out of the 41 artifacts assigned, 38 passed and 3 did not pass, for a 92.7% pass rate. The two primary raters agreed on 38 of the items, and a tie break was used for 3 of the items.</p> <ul style="list-style-type: none"> <li>• At the 100-level, a 92.7% pass rate of the assignments demonstrated university-level understanding of content that was appropriate for the CHEM 115 assignment.</li> </ul> <p>PLO 3: According to the results measured against the performance levels of an 80% minimum passing rate, PLO 3 met the minimum passing rate.</p> <p>Out of the 42 artifacts assigned, 40 passed and 2 did not pass, for a 95.2% pass rate. The two primary raters agreed on 40 of the items, and a tie break was used for 2 of the items.</p> <ul style="list-style-type: none"> <li>• At the 100-level, a 95.2% pass rate of the assignments demonstrated university-level understanding of content that was appropriate for the ENGL 105 assignment.</li> <li>• However, further analysis shows that APA style passing rate is below the 80% minimum passing rate, although the overall artifacts passing rate is 95.2%. The APA style passing rate is 78.6% for one rater and 76.2% for the other rater.</li> </ul>
<b>Proposed Changes</b>	<p>PLO 1: The results indicated a 92.7% pass rate on PLO 1.</p> <ul style="list-style-type: none"> <li>• No change is proposed.</li> </ul> <p>PLO 3: The results indicated a 95.2% pass rate on PLO 3.</p> <ul style="list-style-type: none"> <li>• The Assistant Dean will examine the content of ENGL 101 and ENGL 105 to assess what APA skill-building content exists and follow up with a more comprehensive strategy to improve how instructors teach APA across these foundational courses.</li> <li>• Suggest having a clearly defined announcement by eLearning on APA style resources before each session starts. One possible source is: <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></li> <li>• Suggest having a clearly defined report /short lecture on how to do APA in Week 1 in every class. Also in week 1, give a quiz on APA style, including the various APA situations encountered in the classes. This can then assist instructors in the evaluation process and alert and reinforce to students the importance of this.</li> <li>• The ASHS program is currently being revised by several faculty members. This specific PLO will be reworded as two separate PLOs to focus on written and oral communication individually. This year's assessment specifically focused on the writing component only despite the PLO's inclusive language.</li> </ul>

<b>Rationale for Proposed Changes</b>	<p>PLO 1: No proposed changes at this time.</p> <p>PLO 3: To improve the APA style passing rate, it could be beneficial to work with instructors to assess instructional activities in ENGL 101 and ENGL 105 that prepare students in APA style basics. It is also beneficial to work with eLearning and all the course instructors in ASHS on this issue. eLearning recently developed a Writing Hub; instructors should direct students to this resource for additional help.</p>
<b>Financial Resources Required</b>	<p>PLO 1: No financial resources required.</p> <p>PLO 3: No financial resources required.</p>
<b>Annual Learning Report for ASHS recommended for approval</b>	<p>Approved by the Educational Effectiveness Committee on December 6, 2022</p>
<b>Follow Up (Closing the Loop)</b>	<p>There are several years between this year's and the previous annual PLO assessment due to changes in the Assistant Dean as well as the ASHS Program Review in 2021. In the 2019 report, PLO 4 had an 83% pass rate and PLO 5 had a 53% pass rate. The courses and assignments used to assess mastery of these PLOs are from the general education curriculum. Numerous programs used these courses; it may be a better option for the ASHS program to assess mastery in the science and HSCI courses.</p> <p>The recommendations for PLO 4 in 2019: Review assignment requirements to clarify expectations for the three essays in the class. Create separate assignment rubrics to address assignment requirements regarding both APA and assignment content, more clearly, for the three essays in the class.</p> <p>Interestingly, ENGL115 Compare and Contrast Essay is listed as the PLO 4 Mastery assignment for the ASHS; however, ENGL 115 is not one of the program or core requirements for the degree in the current version. The course is currently in a major revision, and the ASHS degree is being revised as well. This particular course is a requirement for APU's nursing program and is often requested via petition for students to replace another course in the degree. Therefore, the course may need to be returned to the program requirements. The PLOs are also being revised, so the 2019 recommendations no longer apply.</p> <p>The recommendations for PLO 5 in 2019: Reorganize course overview. Review all assignment sequences and due dates. Clarify the assessment assignment overview and assignment requirements. More intentionally connect assignment requirements with the assignment rubric. More intentionally connect the assessment rubric with the assignment rubric. Developing alternative assignments.</p> <p>ARTS 110 has recently been revised. The changes included the Artwork Analysis instructions, and the entire assignment was transformed from a three-part assignment to a single assignment. Similar to PLO 4 and ENGL 115, the wording of the ASHS PLO 5 has been refined because the current version includes quantitative, information, and visual literacy in one outcome. To improve the ability to assess relevant program outcomes, the PLO was reworded and will be focused on individual goals. ARTS 110 is no longer tied to a specific PLO in the revised ASHS proposed curricular map and PLOs.</p>