

### ASHS Program Learning Outcomes Report Summary 2023

The following table summarizes the assessment of Program Learning Outcomes (PLOs) for the ASHS program for assessment cycle 2022-2023. 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 Science (ASHS)
<b>Assessment Period</b>	Summer 1 2022 to Spring 2 2023
<b>Program Learning Outcomes (PLOs)</b>	PLO 2: Demonstrate the fundamentals of oral communication skills. PLO 5: Apply quantitative reasoning to health science concepts.
<b>Standards of Success</b>	<p>PLO 2: Artifact Proficiency Standard: 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: Eighty percent of artifacts will meet the ‘Satisfactory’ level as measured by the ‘Direct Assessment’ rubrics developed for each assessment.</p> <p>PLO 5: Artifact Proficiency Standard: 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: 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 2: COMM 105-Final Presentation Speech   Part 3; 26 total sample size based on a Summer 1 2022-Spring 2 2023 total enrollment of 171 students.</p> <p>PLO 5: STAT 280-Real Estate Market Valuation Project Sample Size: 36 artifacts based on a Summer 1 2022-Spring 2 2023 total enrollment of 146 students.</p>
<b>Assessment Tool</b>	<p>PLO 2: A standardized, direct assessment rubric for evaluating artifact; inter-rater reliability exercise completed. Satisfactory level equates to an 80% pass rate.</p> <p>PLO 5: 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>	Kevin Aquino, PLO 2 Craig Brewer, PLO 2 Ronda Jantz, PLO 5 Daniel Lebowitz, PLO 5 Jennifer Livingston, tie breaker
<b>Results</b>	PLO 2: 23 out of 26 samples passed (88.46%) PLO 5: 27 out of 36 samples passed (72.97%)
<b>Discussion of Results</b>	PLO 2: There were a total of 88.46 percent of artifacts that passed, surpassing the 80 percent mark. Both raters agreed that there was clear alignment between the rubric

	<p>and the assignment. We discovered that students are in fact demonstrating how to effectively communicate in this assignment.</p> <p>POL 5: At the 200-level, a 72.97% pass rate of the assignments does not demonstrate university-level understanding of content that was appropriate for the assignment. This indicates that the adult learners included in this assessment have not yet developed proficiency or mastery through LAPU or through experience obtained through previous experience or from transfer institutions.</p>
<b>Proposed Changes</b>	<p>PLO 2: The results indicated a 88.46% pass rate on PLO 2.</p> <ul style="list-style-type: none"> <li>No change is proposed.</li> </ul> <p>PLO 5: The results indicated a 72.97% pass rate on PLO 5.</p> <ul style="list-style-type: none"> <li>Suggest removing the current resources provided in Parts 1.1, 1.2, 1.3, and 1.4. Add new brief videos explaining each step of the assignment (post under 'Resources'). Videos should probably be using a different data set.</li> <li>Suggest removing the questions in the prompts in parts 1.3 and 1.4. For the most part, the instructions will only include guidance to complete the spreadsheet. Suggest adding requirements to complete slides 1-17 in part 1.3 and slides 18-25 in part 1.4.</li> </ul>
<b>Rationale for Proposed Changes</b>	<p>PLO 2: No proposed changes at this time.</p> <p>PLO 5: Students trended toward developing in the 'explanation' aspect in the rubric while they 'mastered' other rubric elements. To improve the passing rate, it would be beneficial to make the resources targeted specifically to the assignment prompt. It is also beneficial to remove prompt questions that include statistical terms that may not be fully understood and to rely on the Slide template questions which are more geared to a beginning statistics student.</p>
<b>Financial Resources Required</b>	Minimal financial resources required.
<b>Annual Learning Report for ASHS recommended for approval</b>	Approved by the EEC on November 7, 2023.
<b>Follow Up (Closing the Loop)</b>	<p>The 2022 ASHS PLO assessment focused on PLOs 1 and 3.</p> <p>No changes were proposed for PLO 1: Apply key elements of a Christian worldview to personal and professional values, ethics, and commitments. (old version of PLO)</p> <p>The changes requested for PLO 3: Demonstrate competency in written and oral communication skills. (old version of PLO) focused on improving APA skills. LAPU created a writing resource hub, and instructors are encouraged to reference it as well as the Purdue OWL website.</p> <p>The ASHS program and PLOs were also revised in 2022. The changes included separating written and oral communication skills into two PLOs. This edit should improve the assessment process.</p>