ASHS Program Learning Outcomes Report Summary 2019

The following table summarizes the assessment of PLOs for the ASHS program for assessment cycle (2018-19). 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.

Program	Associate of Science in Health Sciences
Assessment Period	SU I, 2018 to SP II, 2019
Program Learning Outcomes (PLOs)	PLO 4: Apply critical thinking skills through the development of analytical reasoning. PLO 5: Demonstrate competence in quantitative, informational, and visual literacy.
Closing the loop (from the last time these same PLOs were assessed)	PLO 4: PHIL205 has undergone a major revision, see "close the loop" section below PLO 5: The course PDC and SMC made changes to the argumentative essay assignment as well as the annotated bibliography assignment in ENG105, based on the 2018 report, effective FA I, 2019. Changes have also been made to MO101 APA assignment, effective SP I, 2020.

Standards of Success	PLO 4: Artifact Proficiency Standard: 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 or higher rating according to the artifact assessment rubric.
	
	    Aggregate Achievement Standard:
	        Eighty percent of artifacts will meet the 'Satisfactory' level as measured by the 'Direct Assessment' rubrics developed for each assessment.
	PLO 5: Artifact Proficiency Standard: 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 or higher rating according to the artifact assessment rubric.
	
	    Aggregate Achievement Standard:
	        Eighty percent of artifacts will meet the 'Satisfactory' level as measured by the 'Direct Assessment' rubrics developed for each assessment.

Evidence	PLO 4: The artifact used for assessment was the Compare and Contrast Essay in ENG115. The sample size was 36 students.

	PLO 5: The artifact used for assessment was the Artwork Analysis Part 2 in ART110. The sample size was 32 students.
Assessment Tool	PLO 4: A standardized rubric was created using the assignment rubric as a template. The assessors developed the rubric after creating a draft and then participating in an interrater reliability exercise. PLO 5: A standardized rubric was created using the assignment rubric as a template. The assessors developed the rubric after creating a draft and then participating in an interrater reliability exercise.
Assessors	PLO 4: Ms. Kristy Hodson, Dr. Shana Koh, Gordon Jorgenson PLO 5: Ms. Elizabeth Mackey, Dr. Patricia Tobin, Gordon Jorgenson
Results	PLO 4:Of the 36 artifacts, 30 passed and six failed. The success rate was 83.33%, surpassing the aggregate achievement standard of 80%. PLO 5: Of the 32 artifacts, 17 passed and 15 failed. The success rate was 53.13%, failing to meet the aggregate achievement standard of 80%.
Discussion of Results	PLO 4: Assessment rubric was consistent with the assignment rubric. The assessment process adequately addressed the PLO. The individual artifacts were consistently satisfactory, with the majority receiving "satisfactory" scores. Few "mastered" scores were given. PLO 5: Assessment rubric was not a fair standard to assess the artifacts -- it appeared to be aimed at juniors and seniors. Assessment rubric was not directly correlated to the assignment rubric. Assessment rubric needs to be better correlated with the assignment rubric. Assignment rubric needs to be more explicitly connected to the assignment requirements. Assignment requirements should be reviewed for clarity.
Proposed Changes	PLO 4: 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. PLO 5: Reorganize course overview. Review all assignment sequences and due dates. Clarify the assessment assignment overview and assignment requirements. More intentionally connect assignment requirements with assignment rubric. More intentionally connect the assessment rubric with the assignment rubric. Developing alternative assignments.
Rationale for Proposed Changes	PLO 4: Changing the assignment requirements and revising assignment rubrics to more clearly address the assignment requirements for the three essays in the class, will create closer alignment between the assignment rubric and the assessment rubric. PLO 5: The various changes would clarify vagueness and bring better focus to various components of assignment requirements, assignment rubric and

	assessment rubric
Financial Resources Required	PLO 4: Two meetings are planned to address the proposed changes, with Kristy, Shana, and Dr. Tami Lincoln. Cost TBD. PLO 5: Meetings are planned to address proposed changes with Elizabeth, Patricia, Gordon, and Dr. Tami Lincoln. Cost TBD
Annual Learning Report for (program) Approved	Approved by the EEC on 12/11/2019 Approved by the AC on 12/17/2019
Follow Up (Closing the Loop for PLOs assessed in previous assessment cycle)	PLO 4(old): PHIL205 just finished a major course revision scheduled to be implemented SP II, 2020. The revision is designed to take into consideration the proposed changes. PLO 5: The course PDC and SMC made changes to the argumentative essay assignment as well as the annotated bibliography assignment in ENG105, based on the 2018 report, effective FA I, 2019. Changes have also been made to MO101 APA assignment, effective SP I, 2020.