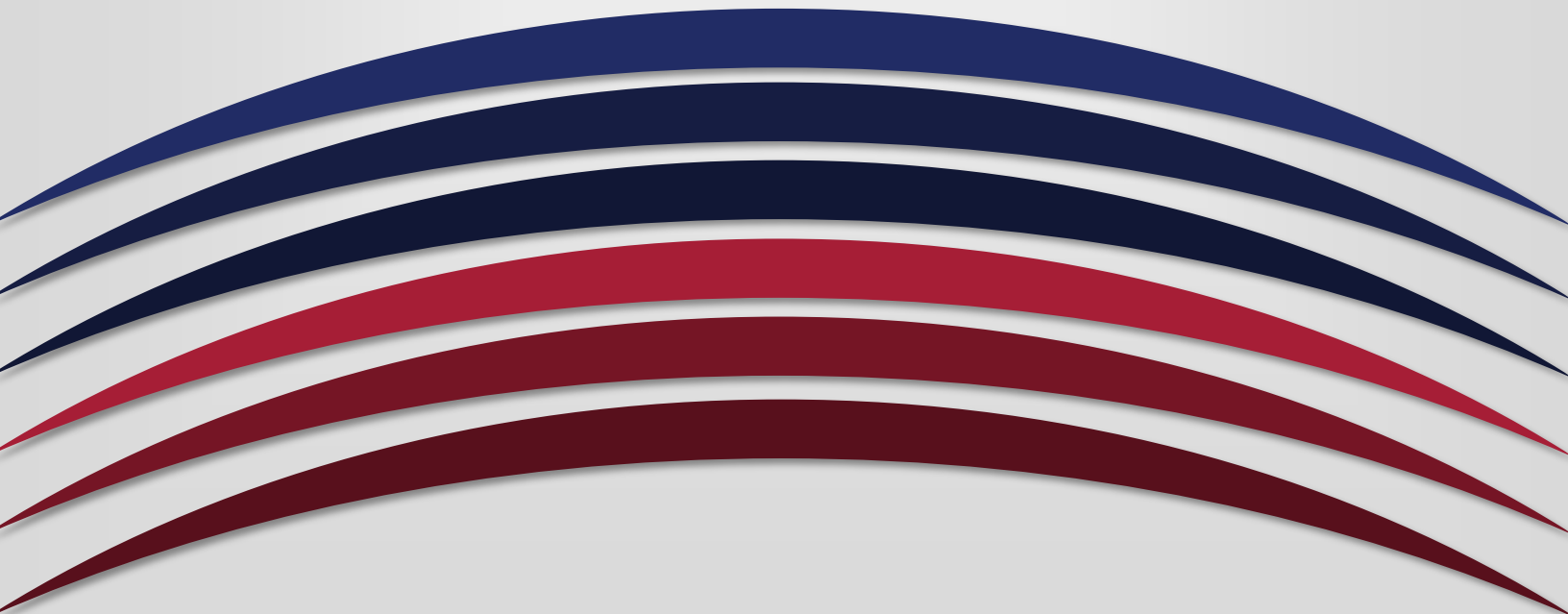




UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020:
HLSC 1300



1. Name of individual compiling report: Jamie Ryan

2. Date of submission: 9/5/2020

3. Is the assessment plan

☐ an initial plan for the
program

☒ a revision of an old plan

☐ unaltered from
previous year

Course-Level Learning Outcomes-

1. What are the Course-Level Outcomes (CLOs)?

Identify positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Demonstrate basic understanding of critical health issues and behavior affecting personal health.

Discuss strategies for establishing and maintaining healthful living practices, including exercise.

Identify the causes of stress and the steps to successfully manage stress.

Recognize and discuss the processes and effects of addictive behavior substance abuse, and substance dependence.

Demonstrate knowledge of essential nutrients, their food sources, and why they are important to the body.

2. Which CLOs were addressed for this academic year? (2019-2020)

Identify and analyze positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Apply knowledge of essential nutrients, their food sources, and why they are important to the body.

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

Identify and analyze positive and negative factors that impact physical, social, mental, and emotional health and well-being.

Apply knowledge of essential nutrients, their food sources, and why they are important to the body.

4. Explain the assessment cycle.

We will assess the same two assignments for 3 years (3 Fall semesters and 3 Spring Semesters) adjusting after each term based on findings and data analysis and striving to meet/exceed the goals. After 3 years of data collection and edits we will change to assessing a different CLO. This assessment cycle began in the Spring 2019 semester.

5. What are the assessment methods? Are they direct or indirect?

The Dimensions of Health- Direct Assessment: The assessment tool was previously a 20 multiple choice question assignment, assessing knowledge obtained throughout the semester from readings, lectures, assignments, and activities. After the first set of data was collected, faculty met and decided we should change the method to a short answer application based comprehensive assessment tool that would elevate the level of critical thinking and application of knowledge being measured.

Meal Planning assessment- Direct Assessment: Students plan a well-balanced meal implementing knowledge obtained through course activities. Students fill in a table form on a document to plan a well-balanced, nutrient dense meal, including meal preparation information and serving size details.

6. What are the assessment goal(s)?

The assessment goal of the HLSC sub department is that 70% of students will demonstrate success by achieving “meets expectations” by scoring (70%) or above on assessment assignments. Data will be collected and reviewed prior to the end of each semester.

7. What were the findings for this academic year? (2019-2020)

Dimensions of Health Fall 2019

of Traditional Students Assessed 31
of Traditional Students Who Successfully Completed Assessment 31
of Online Students Assessed 63
of Online Students Who Successfully Completed Assessment 63
of Hybrid Students Assessed 0
of Hybrid Students Who Successfully Completed Assessment 0
of Concurrent Students Assessed 0
of Concurrent Students Who Successfully Completed Assessment 0

Dimensions of Health Spring 2020

of Traditional Students Assessed 20
of Traditional Students Who Successfully Completed Assessment 20
of Online Students Assessed 33
of Online Students Who Successfully Completed Assessment 33
of Hybrid Students Assessed 0
of Hybrid Students Who Successfully Completed Assessment 0
of Concurrent Students Assessed 17
of Concurrent Students Who Successfully Completed Assessment 17

Meal Planning Fall 2019

of Traditional Students Assessed 25
of Traditional Students Who Successfully Completed Assessment 25
of Online Students Assessed 55
of Online Students Who Successfully Completed Assessment 55
of Hybrid Students Assessed 0
of Hybrid Students Who Successfully Completed Assessment 0
of Concurrent Students Assessed 0
of Concurrent Students Who Successfully Completed Assessment 0

Meal Planning Spring 2020

of Traditional Students Assessed 27

of Traditional Students Who Successfully Completed Assessment 27

of Online Students Assessed 42

of Online Students Who Successfully Completed Assessment 42

of Hybrid Students Assessed 0

of Hybrid Students Who Successfully Completed Assessment 0

of Concurrent Students Assessed 24

of Concurrent Students Who Successfully Completed Assessment 24

8. What is your analysis of the findings?

Dimensions of Health findings for LIVE classes- Fall 2019

Six dimensions of health- 87% of the respondents performed at the highest level, “exceeds expectations” according to the criteria in the rubric.

Clearly articulates how 3/3 of physical, social, and spiritual health relate to the remaining three dimensions of health 71%– of the respondents performed at the highest level according to the criteria in the rubric.

Articulates how a client can achieve wellness in 6/6 dimensions of health- 78% of the respondents performed at the highest level according to criteria in the rubric.

Selects 1 dimension of health and clearly articulates the relationship to the remaining 5 dimensions of health—39% of the respondents performed at the highest level according to criteria in the rubric.

Identifies and clearly articulates plan for improving 2 dimensions of health in student’s own personal life—78% of the respondents performed at the highest level according to criteria in the rubric.

Dimensions of Health findings for LIVE classes- Spring 2020

Six dimensions of health- 75% of the respondents performed at the highest level according to the criteria in the rubric.

Clearly articulates how 3/3 of physical, social, and spiritual health relate to remaining three dimension 25%– of the respondents performed at the highest level according to the criteria in the rubric.

Articulates how client can achieve wellness in 6/6 dimensions of health- 55% of the respondents performed at the highest level according to criteria in rubric.

Selects 1 dimension of health and clearly articulates relationship to remaining 5 dimensions of health—15% of the respondents performed at the highest level according to criteria in rubric.

Identifies and clearly articulates plan for improving 2 dimensions of health in student's own personal life—90% of the respondents performed at the highest level according to criteria in rubric.

Dimensions of Health findings for ONLINE classes- Fall 2019

Six dimensions of health- 76% of the respondents performed at the highest level according to the criteria in the rubric.

Clearly articulates how 3/3 of physical, social, and spiritual health relate to remaining three dimension 45%– of the respondents performed at the highest level according to the criteria in the rubric.

Articulates how client can achieve wellness in 6/6 dimensions of health- 83% of the respondents performed at the highest level according to criteria in rubric.

Selects 1 dimension of health and clearly articulates relationship to remaining 5 dimensions of health—67% of the respondents performed at the highest level according to criteria in rubric.

Identifies and clearly articulates plan for improving 2 dimensions of health in student's own personal life—97% of the respondents performed at the highest level according to criteria in rubric.

Dimensions of Health findings for ONLINE classes- Spring 2020

Six dimensions of health- 92% of the respondents performed at the highest level according to the criteria in the rubric.

Clearly articulates how 3/3 of physical, social, and spiritual health relate to remaining three dimension 60%– of the respondents performed at the highest level according to the criteria in the rubric.

Articulates how client can achieve wellness in 6/6 dimensions of health- 87% of the respondents performed at the highest level according to criteria in rubric.

Selects 1 dimension of health and clearly articulates relationship to remaining 5 dimensions of health—68% of the respondents performed at the highest level according to criteria in rubric.

Identifies and clearly articulates plan for improving 2 dimensions of health in student's own personal life—94% of the respondents performed at the highest level according to criteria in rubric.

Dimensions of Health findings for CONCURRENT classes- Spring 2020-

Six dimensions of health- 88% of the respondents performed at the highest level according to the criteria in the rubric.

Clearly articulates how 3/3 of physical, social, and spiritual health relate to remaining three dimension 53%– of the respondents performed at the highest level according to the criteria in the rubric.

Articulates how client can achieve wellness in 6/6 dimensions of health- 88% of the respondents performed at the highest level according to criteria in rubric.

Selects 1 dimension of health and clearly articulates relationship to remaining 5 dimensions of health—41% of the respondents performed at the highest level according to criteria in rubric.

Identifies and clearly articulates plan for improving 2 dimensions of health in student's own personal life—88% of the respondents performed at the highest level according to criteria in rubric.

HLSC faculty attribute the decline in the percentage of successful results due to changes incurred transitioning to online as a response to COVID-19. All courses at UA-PTC abruptly moved to fully online in March 2020, regardless of the original course modality. This assignment is the student's final assessment, traditional students were impacted more than online students. The absence of

face to face communication could have played a role in student's successful completion compared to previous semester (Fall 2019).

HLSC faculty noticed scores on question number two were lower than hoped for. An assessment wrapper revealed that students were not clear on what information should be included in the answer. We can see where the cause and effect scenario could be confusing. Faculty will reword the question for improved clarity.

There was a slight improvement in scores in online courses from Fall 2019 to Spring 2020.

Concurrent high school students met the goal set forth.

Meal Planning Fall 2019 LIVE classes-

Balance- 96% of the respondents performed at the highest level according to criteria in rubric.

Food Item- 68% of the respondents performed at the highest level according to criteria in rubric.

Food Preparation- 80% of the respondents performed at the highest level according to criteria in rubric.

Serving Size- 33% of the respondents performed at the highest level according to criteria in rubric.

Meal Planning Spring 2020 LIVE classes-

Balance- 100% of the respondents performed at the highest level according to criteria in rubric.

Food Item- 74% of the respondents performed at the highest level according to criteria in rubric.

Food Preparation- 85% of the respondents performed at the highest level according to criteria in rubric.

Serving Size- 27% of the respondents performed at the highest level according to criteria in rubric.

Meal Planning Fall 2019 ONLINE classes-

Balance- 98% of the respondents performed at the highest level according to criteria in rubric.

Food Item- 60% of the respondents performed at the highest level according to criteria in rubric.

Food Preparation- 56% of the respondents performed at the highest level according to criteria in rubric.

Serving Size- 40% of the respondents performed at the highest level according to criteria in rubric.

Meal Planning Spring 2020 ONLINE classes-

Balance- 95% of the respondents performed at the highest level according to criteria in rubric.

Food Item- 54% of the respondents performed at the highest level according to criteria in rubric.

Food Preparation- 68% of the respondents performed at the highest level according to criteria in rubric.

Serving Size- 46% of the respondents performed at the highest level according to criteria in rubric.

Meal Planning Spring 2020 CONCURRENT classes-

Balance- 100% of the respondents performed at the highest level according to criteria in rubric.

Food Item- 17% of the respondents performed at the highest level according to criteria in rubric.

Food Preparation- 29% of the respondents performed at the highest level according to criteria in rubric.

Serving Size- 21% of the respondents performed at the highest level according to criteria in rubric.

Referencing the data obtained from the rubric report we continue to find that serving sizes are more difficult for our students to identify correctly than the other portions of the assignment. As dietitians, we know this information is difficult for people to have a good understanding of based on clinical observations, professional articles, and conferences. We see evidence of the confusion in classroom discussions and assignments. There are so many food options and sources of information that lend to the confusion. The HLSC faculty continue to strive to improve our students understanding of this concept in their daily lives and continue to meet with stakeholders in the community to fine tune our practice regarding this information. In addition to current efforts, we will be recording a video reviewing diet planning principles, including serving size/moderation, that will be available to our students.

The data indicates students are not scoring as high on the Food item (nutrient density) portion of the assignment. Student's food choices were varied and often did not include the healthiest food items for each food group category. In addition to current efforts, the HLSC

faculty will be recording a video reviewing diet planning principles, including nutrient density and nutrient dense foods, for our students.

Subjectivity of the information may be a point of interest regarding grading. The HLSC team wants to ensure grading is consistent and will continue to have norming workshops prior to grading. We are considering grading the Meal Planning assignment together as a department to limit variability of opinion across instructors.

High school students do not have as much life experience shopping, cooking, preparing food or meals. Answers and scores reflect that lack of perspective and experience.

We encountered a challenge with an adjunct faculty member in the Spring 2020 semester. COVID19 interrupted the semester. Students completed the assignment; however, the rubric was not utilized, and data could not be collected for this assignment. Going forward, instructions for faculty will be uploaded in the Blackboard course shell to make sure all faculty understand how to grade with the rubric and run the necessary reports.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Dimensions of Health- HLSC faculty noticed scores on question number two were lower than hoped for. An assessment wrapper revealed that students were not clear on what information should be included in the answer. We can see where the cause and effect scenario could be confusing. Faculty will reword the question for improved clarity.

Meal Planning- HLSC faculty continue to consult with stakeholders about current trends and standards. The current method of assignment presentation includes previous recommendations from stakeholders. We did not make modifications to the rubric but are still considering that as an option. Subjectivity of meal planning information may be a point of interest regarding grading. The HLSC team wants to ensure we are grading consistently and will continue to have norming workshops prior to grading. We will grade the Meal Planning assignment together as a department to ensure even more consistency and standardization of the assignment and to limit variability of opinion across instructors. This can be done via an online group meeting format for convenience.

HLSC faculty will be recording and posting a video reviewing diet planning principles, including balance, nutrient density, and moderation (serving sizes) for students.

Assignment instructions for faculty will be uploaded in the Blackboard course shell to make sure all faculty understand how to grade with the rubric and run the necessary reports.

