

# Foundational Studies Assessment 2024

## Health & Wellness

### Artifact Evaluation Summary

#### Sample

	# of Sections	# of Artifacts
100-Level	9	45
200-Level	2	10
400-Level	1	5
<b>Total</b>	<b>12</b>	<b>60</b>

Participation Rate = 100%

Ratable Artifact Rate = 72%

**Average Rating = Benchmark**

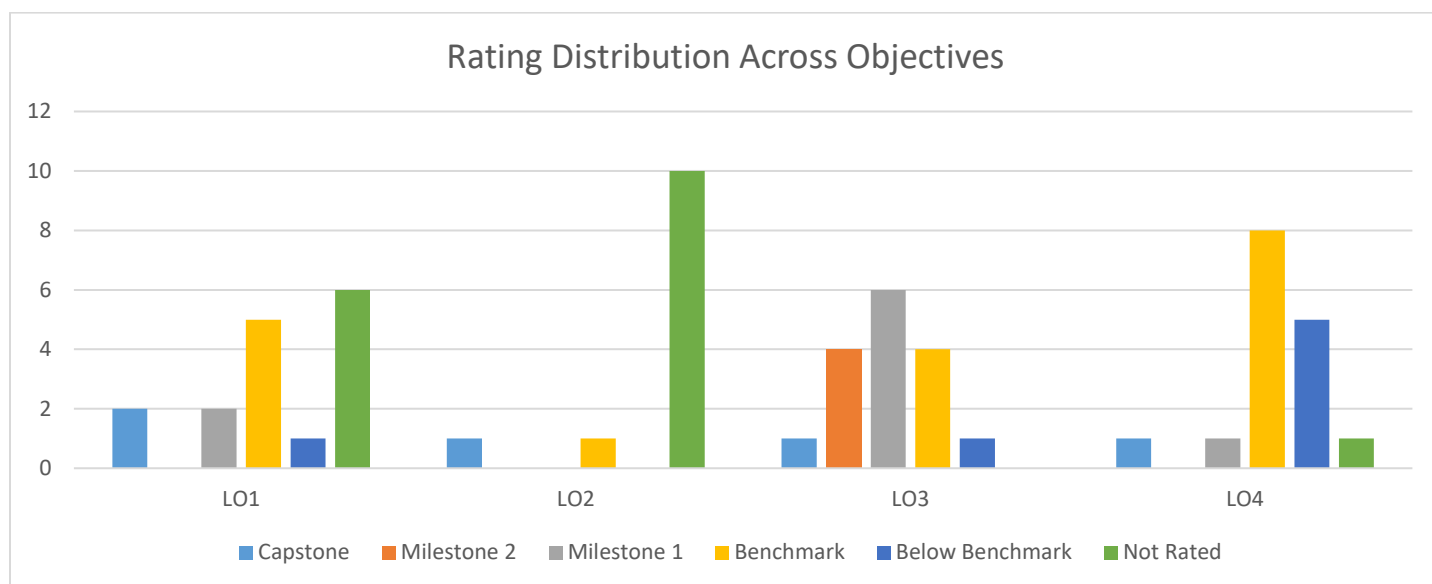
**Most Frequent Rating = Benchmark**

Courses included: AHS 111, AHS 201, PE 101, SOC 471

#### Learning Objectives

1. Describe how society benefits from healthy citizens.
2. Explain how lifestyle choices affect individual and/or community health within 2 or more dimensions of wellness.
3. Analyze values and behaviors that contribute to a healthy lifestyle.
4. Engage in a process of healthy behavior change or health promotion.

#### Findings

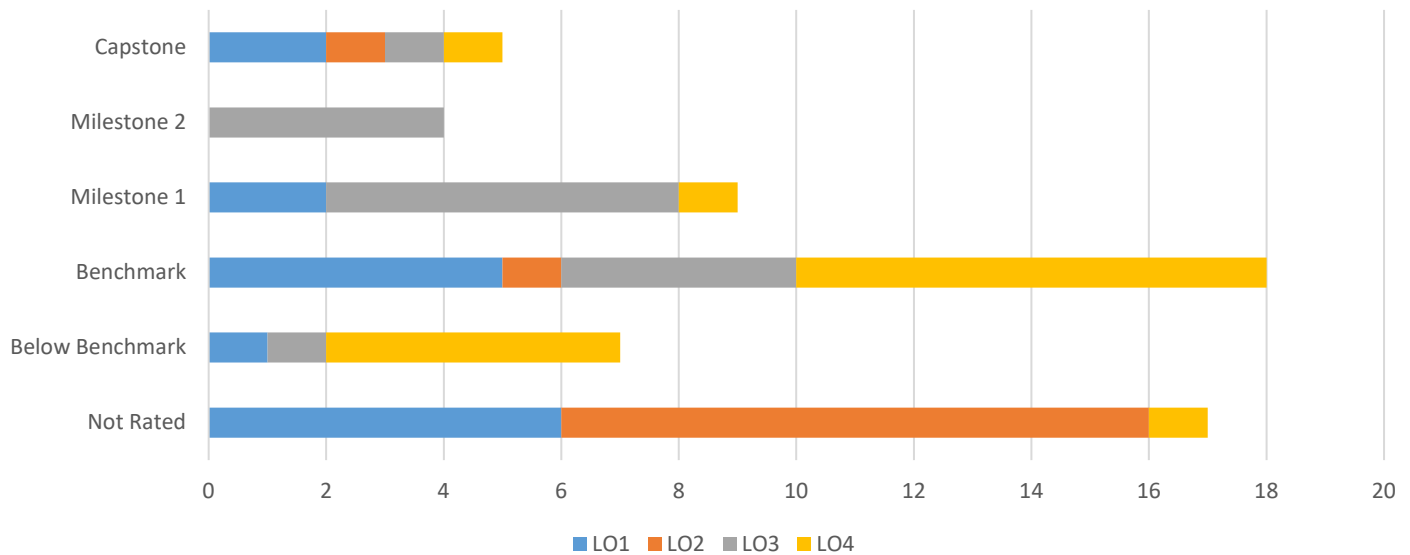


	LO1	LO2	LO3	LO4
<b>Sample Size by LO</b>	16	12	16	16
<b>Rated Artifacts by LO</b>	10	2	16	15
<b>% NR Artifacts by LO</b>	37%	83%	0%	6%

**28%** of artifacts in the sample were scored Not Rated

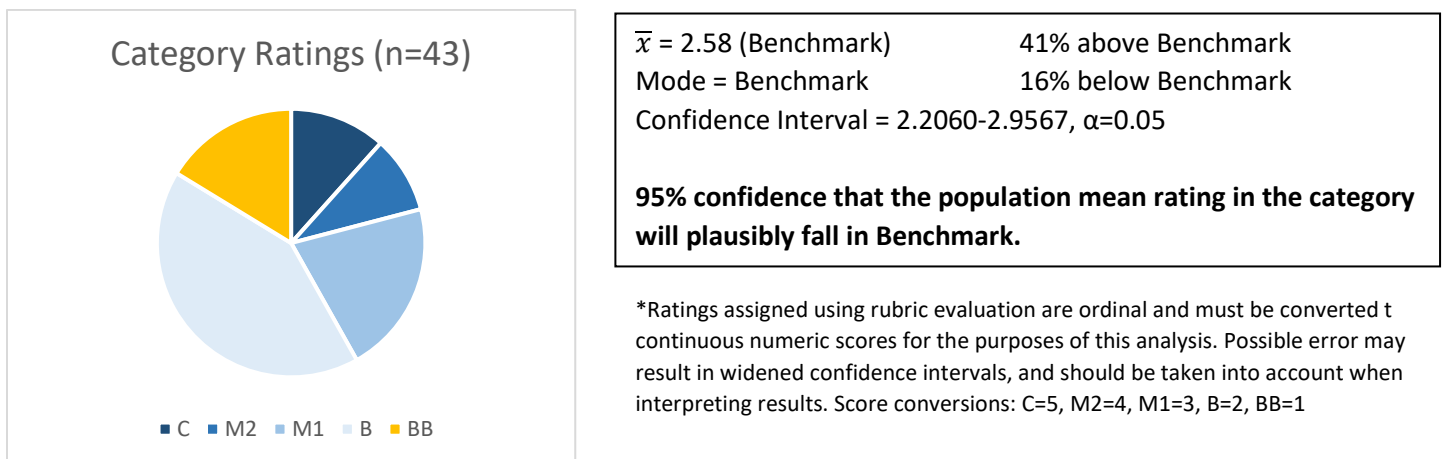
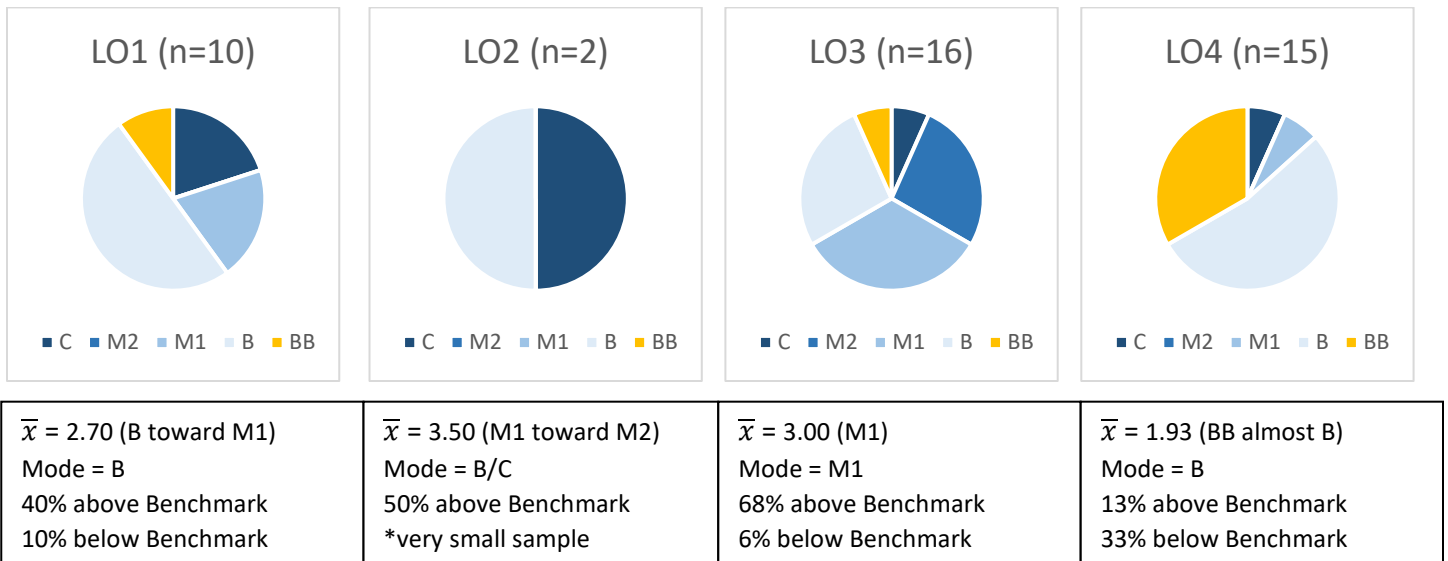
- 3 course sections in 2 different disciplines; 2 artifact in 2 course sections
- 17 artifacts

## Rating Frequencies by Objective



## Ratings by Learning Objective

(Artifacts rated "Not Rated" are removed from analysis)



## Reviewer Notes

HW Reviewers: Liz Brown, Susan Cohn, Heather Abbott, Shelley Arvin, Kristi Adams, Kathy Lee, Riem Rostom, Taylor Easum

LO Rating Potentially Affected	Factors			
	Assignment Type or Instructions	Learning Objective Language	Rubric Language	Other
<b>LO1</b>	Assignment selected was a quiz that had no relation to any of the LOs (was supposed to align with LO1). Kelley Woods-Johnson removed from the sample before Assessment Day. – <b>NR</b>			
	The assignment is complicated, and students are asked to address numerous elements and questions, which makes it difficult to assess for the specific LO, as students may not have focused on that part.			
<b>LO2</b>	The nature of the assignment does not prompt students to meet the range on the rubric. They are answering factual questions about 1 dimension of wellness. – <b>NR</b>	The LO specifies students should explain using 2 dimensions of wellness, but not one assignment prompt in the whole category sample addressed this.		
	Assignment only focuses on personal scores, and doesn't ask students to connect to broader issues as needed to address the LO. – <b>NR</b>	The LO gives the choice of focusing on community or individual health, and assignments overwhelmingly asked students to focus on themselves/their individual health.		
<b>LO3</b>			The word "application" only in the Capstone & Milestone 2 levels of the rubric made it tricky to interpret an assignment that was based on application and not all artifacts rose to C or M2 levels.	

<b>LO4</b>	Prompt does not ask for knowledge or evidence as described in the rubric language.	This objective is not written as a learning objective.	Rubric language written to modify the LO as currently written asks for demonstrations that are clearly observable in artifacts.	
<b>Other</b>	Prompt for Class 11 gave students their choice of what to write about, which made it impossible to align with 1 LO. Reviewers assigned to Class 11 were asked to align each artifact in the sample to the most relevant LO. This resulted in 1 not alignment, 2 LO2, 1 LO3, and 1 LO4.			