Please enter the appropriate information concerning your student learning assessment activities for this year.

**Academic Year of Report:** 2013-2014  
**College:** CEPS  
**Department:** Nutrition, Exercise and Health Sciences  
**Program:** Clinical Physiology (Undergraduate)

1. **What student learning outcomes were assessed this year, and why?**  
The outcome – noted as 2 on the Student Learning Assessment Plan, was assessed during the 2013-2014 year. The outcome description appears below. Student Learning Outcome 2 “Students will demonstrate knowledge of the physiologic processes that govern organism functioning and maintain homeostasis with specific emphasis on humans.”

The measured outcome encompasses critical material germane to clinical career arenas intended by clinical physiology graduates. Physical and other stressors have potent affects on homeostasis and organism functioning.

2. **How were they assessed?**  
In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

**A) What methods were used?**  
**B) Who was assessed?**  
**C) When was it assessed?**

The outcome “Students will demonstrate knowledge of the physiologic processes that govern organism functioning and maintain homeostasis with specific emphasis on humans” was evaluated using data from all lecture and laboratory courses in Gross Anatomy, Physiology, and Physiology of Exercise undertaken throughout the year. All program students in these courses were assessed and for all assessments, satisfactory material mastery was categorized as a “C or better grade”.

Gross Anatomy assessment consisted of cognitive understanding by testing through multiple examinations on material related to anatomic structures including formation and development rates, specific terminology, and structural relationships among various components. Additionally, specific laboratory component assessment involved visual identification of critical anatomical components on prosected cadaver specimens and skeletons.

Physiology assessment consisted of cognitive understanding about the relationships between structural and functional components and how these interact to facilitate optimal regulation of physiologic processes essential for organism homeostasis. Physiology laboratory required interactional-experiential
learning, deductive reasoning, and report writing through a variety of hardware and software tools to assess human function.

Physiology of Exercise evaluated knowledge of organism responses to the physical-physiologic stress of physical work and exercise and the adaptations that occurs as a result of regular and systematic stress. Examinations along with experiential learning (data collection, analysis, report writing, defensible conclusions) were incorporated into the assessment paradigm.

3. What was learned?
In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

1. Student Learning Outcome 1 (Student Learning Assessment Plan). “Students will demonstrate knowledge of structural components and the interrelationships between these structural components in the human organism”

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Met Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross Anatomy Laboratory</td>
<td>93/108 (87%)</td>
<td>15/108 (13%)</td>
</tr>
<tr>
<td>Gross Anatomy</td>
<td>84/101 (83%)</td>
<td>17/101 (17%)</td>
</tr>
<tr>
<td>Physiology Laboratory</td>
<td>83/88 (94%)</td>
<td>5/88 (6%)</td>
</tr>
<tr>
<td>Physiology</td>
<td>93/109 (85%)</td>
<td>16/109 (15%)</td>
</tr>
<tr>
<td>Physiology of Exercise Laboratory</td>
<td>63/67 (95%)</td>
<td>4/67 (5%)</td>
</tr>
<tr>
<td>Physiology of Exercise</td>
<td>59/65 (91%)</td>
<td>6/65 (9%)</td>
</tr>
</tbody>
</table>

A high percent of students attempting these courses met expectations for this outcome.

4. What will the department or program do as a result of that information?
In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.)

The Program finds the rate of student success acceptable, and believes that rigorous pre-admission that leads to selective acceptance of students is responsible for the high rate of success. The program will look at assessment practices among faculty teaching different sections of the same course to ensure consistency in rigor.

5. What did the department or program do in response to last year’s assessment information?
In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

The program reviewed its pre-admission standards and decided to maintain them as currently functioning. This selective entry process ensures that the quality of student participating in the program remains extremely high.