

2024–25 Alternative Delivery Executive Summary

Submit to the BlackBoard Assessment Site.

Department: HHP Date: 7/1/25 Course(s): HHP 182 First Aid & CPR
Alternative Format(s) – select as many as are applicable: Dual Credit Select Select
Members (must include more than course instructor only) involved with analysis of artifacts: Dr. Nolan Harms (Chair), DeVon Lark (Instructor), Randy Baack (Instructor)
See Alternative Delivery Assessment Plan for: a) Course requirement evaluation; b) Student Outcome; c) Question(s); e) Methodology
Analysis of artifacts: 1). Student Outcome: PERFORMANCE CRITERIA* - <i>How was data analyzed? (attach rubrics/scoring tools if used).</i> Traditional course: Artifacts will be analyzed with the scoring of the objective standardized written test using the American Red Cross answer key. Alternative course(s) (note SAME if the same as the traditional course): SAME 2). COMPARABILITY – <i>How did you determine if the outcomes of the traditional and alternative delivery modes were comparable? (note “na” if delivery modes were not compared).</i> Eighty-five percent of the students scoring 80% or higher on the American Red Cross standardized written test indicated proficiency. The traditional student population meeting this standard was compared to the dual-credit student population meeting this standard.
Summary of RESULTS*: 1). <i>Restate the assessment question(s) (from the Assessment plan):</i> Will students demonstrate proficiency on the standardized written test from the American Red Cross? 2). <i>Summarize the assessment results. A narrative summary is required. Charts, tables or graphs are encouraged but optional.</i> Teaching methods were successful in helping 3 out of 4 (75%) students achieve the American Red Cross standard. Three out of the 4 students met the 80% or higher threshold score on the standardized written test. Certification in HHP 182 First Aid & CPR continues to be successful, despite one student failing to meet proficiency. (Note: This is the second unsuccessful attempt by a dual-credit student in HHP 182.) 3). INTERPRETATION* - <i>Discuss how the results answer the assessment question(s).</i> Proficiency was achieved by both the traditional and dual-credit student populations. All but one enrolled student met the 80% threshold. 4). <i>Observations made that were not directly related to the question(s). (i.e. interrater reliability of the scoring tool was low)</i> Students continue to excel at meeting the American Red Cross standard. 5). How did the outcomes of the traditional and alternative format analysis compare? Nineteen out of the 20 (95%) students in the traditional population met the 80% or higher threshold. Three out of the 4 (75%) students in the dual-credit population met the 80% or higher threshold.
Sharing of Results: <i>When were results shared? Date:</i> June 2025 <i>How were the results shared? (i.e. met as a department)</i> Email with department. <i>Who were results shared with? (List names):</i> HHP Department Faculty.
Discussion of Results –Summarize your conclusions including: 1. ACTION* - <i>How will what was learned from the assessment impact the alternative format teaching of this course starting the next academic year?</i> Teaching methods will not change. The American Red Cross standards must be met, and HHP and HHP Dual Credit are successful in meeting those. 2. IMPACT* - <i>What is the anticipated impact of the ACTION* on student achievement of the learning outcome in the next academic year?</i> N/A 3. BUDGET IMPLICATIONS – <i>Indicate budget requirements necessary for the successful implementation of the ACTION* (i.e. an additional staff person, new equipment, additional sections of a course).</i> N/A
Submitted by: Dr. Nolan Harms Assessment Committee Reviewed (date): 7/2/25
Submitter notified approval/additional action needed: Approved BUDGET IMPLICATIONS – Assessment Committee Chair notified appropriate Dean: N/A