STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

PROGRAM: Health Sciences (B.S.)
SUBMITTED BY: Dr. Michael Nordvall, Chair Health and Human Performance
DATE: 9.30.2019

Executive Summary: Description of Assessment Process

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year *(Y=Yes)*	Year of Next Planned Assessment
Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry	14-15	y	18-19
Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings	16-17		19-20
Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness	14-15	y	18-19
Apply ethical standards of conduct for health and wellness programs	15-16	y	18-19
Evaluate information and resources that address the health needs/concerns of individuals or groups	16-17		19-20

Provide a <u>brief</u> description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the <u>process</u>, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues *(generally not more than two paragraphs, may use bullet points)***:**

The assessment process established in this current report had been addressed as recently as the 2016-2017 with a more comprehensive program review submitted for the time period Fall 2012-Spring 2017. A new set of program learning outcomes was established in 2016 to reflect core knowledge, skills, and abilities within the program and to align it with established ACSM competencies addressed in the EP-C. Once these learning outcomes were developed, we identified the various direct and indirect measures that would be used to assess these. This process included developing a curriculum map (submitted with the most recent 5-year program review) and identifying which courses in the program addressed each learning outcome. We also identified the various indirect measures that would be used (e.g., graduating student surveys and alumni surveys). The next step was the development of rubrics for each learning outcome. The development of the rubric helped the department to operationalize each learning outcome. We then revisited the curriculum map and identified the assignments in each course that addressed the learning outcome. The department also identified target measures by identifying what percentage of our students should achieve the "meets or exceeds standard" criteria for each program learning outcome. Finally, the department developed a plan for gathering and measuring data. Using the curriculum map, the chair identified the courses that would address the program learning outcomes under review for the year (primarily junior level and above or experiential courses). Representative, de-identified, and ungraded student work was collected from each targeted course and evaluated by faculty in the Department for to determine whether or not the specified learning outcomes had met standards (or not). A rubric addressing the standards for each learning outcome (attached below) was used to determine whether student work was deemed to be below, have met, or have exceeded standards for each learning outcome as established by faculty in the Department. The chair made sure that the assessor of student work was not the same instructor that had originally prepared the assignment. Assignments underwent evaluations by different faculty to maximize inter-rater reliability. Finally, the chair collected the assessment reports from each faculty and aggregated data. The results are described further in this document. In the appendix, the revised learning outcomes (Appendix A), the curriculum map (Appendix B), and the rubrics (Appendix C) associated with each program learning outcome under review this year are included.

Assessment Process	What was Done
Step 1: Assign new learning outcomes.	The program learning outcomes for BS in Health Sciences program as previously revised in order to reflect the knowledge and material of the program and to reflect the competencies of the ACSM standards are being assessed for the first time in this report.
Step 2: Develop rubrics for each learning outcome	For each program learning outcome, a holistic rubric was developed to operationalize the outcome by faculty in the Department.
Step 3: Map the Curriculum	The curriculum was mapped and courses were identified in which the learning outcomes were addressed. Each course then identified which assignment(s) addressed which learning outcomes.
Step 4: Identify direct and indirect measures used for each learning outcome	The direct and indirect measures used to assess the learning outcomes were identified.
Step 5: Set target measures for each learning outcome	The department reached consensus about what percentage of students should meet the "meets or exceeds standard" target measure for each learning outcome.
Step 6: Gathering of Data	The department chair identified the courses that addressed the learning outcomes under review this year and representative student work from each course in order to assess how the assignments addressed each outcome. An email was sent to each instructor of the course stating that assignments for the selected students should be submitted, ungraded, to the department chair by a set date.
Step 7: Assessment of Data	Each assignment for each learning outcome under review was assessed using the developed rubric by faculty members, neither of whom were instructors of the course in which the assignment was given.
Step 8: Analyzing completed data	The department chair collected all assessment measures and results and aggregated the data.
Step 9: Sharing of data	The results of the assessment process were shared with faculty and the department reflected upon the strengths of the program and will identify opportunities to improve.

One strength of this assessment process is that it follows a rigorous and objective approach to assessment of the learning outcomes. By taking the time to map the curriculum and in which courses the program learning outcomes are addressed allowed the department to identify gaps. Another strength of this process was that the development of rubrics for each learning outcome operationalized the outcome and allowed for faculty to more accurately identify the assignments that addressed the learning outcome. By developing target measures for each outcome, the department is better able to identify weaknesses and strengths and make a more focused effort for improvements when necessary. Another strength of our process is all core faculty in the department worked together during a scheduled department meeting to determine the best way to assess the learning outcome and worked together to assess the outcomes. At the first department meeting of the new school year (Fall 2018), all department faculty were able to review the prior assessment report findings and provided input into the current report, including the program strengths, opportunities for improvement, and planned curricular changes relevant to the program learning outcome. Plans for future improvements have been a collaborative effort reflecting input from all department faculty.

There was one significant challenge associated with this process. At the start of the 2018-2019 academic year, Dr. Jennifer Tripken began as Chair and had primary responsibility for overseeing the development of the learning outcomes and collection of data presented in this report. Two weeks into the Spring 2019 semester, Dr. Tripken decided to terminate her employment at Marymount taking a new position outside of academe. This left yours truly to step in as Co-Chair (Dr. Michelle Walters-Edwards in addition to her Interim Dean position agreed to serve as Co-Chair of the Department during the Spring 2019 semester; Dr. Nordvall will assume full responsibility as Chair for the 2019-2020 academic year) for the remainder of the academic year. As the Fall semester began to wind up and the Spring semester began, we as a department learned of her transition at the last moment and it was clear that any data potentially collected during the Fall semester would be sparse (in fact, nothing was handed over to us during this transition and thus we are dependent on the Office of Planning and Institutional Effectiveness to provide survey data). This report represents the best effort of the acting Co-Chairs and HHP Department considering this sudden and unexpected transition.

This report illustrates a continuation of the most recent approach to our assessment process (beginning 2016-2017) and reflects a culture of continuous improvement in the department to identify strengths and opportunities for improvement within the

curriculum. The revised program learning outcomes and the associated rubrics have helped faculty operationalize exactly what students should be able to do upon completion of the program and to better assess if we are achieving our standards. In addition, and despite the above limitations, the Student Learning Outcomes Assessment Handbook was utilized for this assessment process and many aspects of this handbook have been incorporated into this year's assessment process. Finally, the results of the assessment process will be shared with faculty at the first department meeting of the upcoming academic year. This allowed for the department to reflect upon the strengths of the program and how to maintain these, as well as to reflect upon the areas of improvement and identify ways to strengthen the program.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings	1. The department will identify new industry tools and equipment to incorporate into coursework and laboratory experiences to keep up with ACSM KSA's and enhance student career preparation. 2. New questions will be added to the alumni and graduating student survey to enhance our understanding the assessment of this learning outcome. 3. Faculty who utilize the Kinesiology Lab will be asked to utilize the Graduate Assistants to enhance the opportunities for students to develop skills relative to technology and equipment. In addition, a designated time each week will be dedicated to "open lab" where students can drop by the Kinesiology Lab to practice their skills and ask questions. This open lab time will be hosted by faculty and graduate assistants.	1. The HHP Department has recently (Spring 2019) acquired a new cycle ergometer with state of the art technology. This equipment has been incorporated into several classes including, HPR 201, 202, 300, 302, 304, and 415. In addition, a small grant was prepared by the now Chair to acquire new industry tools for measuring body composition (2 Bioelectric Impedance Analyzers) which have been utilized in several courses as above. Additional new equipment, including a hematocrit meter, has yet to be incorporated into the classroom, but the Chair will work with faculty teaching appropriate classes for this technology. 2. It does not appear as if this occurred under the former Chair. 3. The HHP Department has maintained two graduate assistants each semester, both of which have been trained on the use of the majority of the equipment in the Kinesiology Lab. Students in several courses, including those listed above, have taken advantage of open lab time to practice skill development with graduate assistants. This open lab time has enhanced student learning experiences and fostered other non-academic related skill development.
Evaluate information and resources that address the	1. The department will work with our faculty liaison in Library and Learning Services and	1. Several faculty in HHP incorporated LibGuides into their courses including

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
health needs/concerns of individuals or groups	incorporate opportunities for the liaison to visit the classroom of at least four courses (two at the 200 level, one at the 300 level, and one at the 400 level) to provide information about the resources available. 2. The department will work with our faculty liaison in Library and Learning Services to incorporate LibGuides specific to at least four courses (two at the 200 level, one at the 300 level, and one at the 400 level) throughout the curriculum. 3. A review of the program learning outcome rubric and the assignments chosen to assess the learning outcome will take place. This review will allow the department to make revisions to their assignments and to their course to include more opportunities to strengthen students' abilities to evaluate information and resources and to use that information to make a cogent argument to support a position.	HPR 201 Introduction to Health and Exercise Science, HPR 202 Exercise Physiology, HPR 225 Health Psychology, and HPR 302 Fitness and Health Assessment. 2. A review of course evaluations revealed that the LibGuides helped with preparation and completion of assignments by providing relevant and evidenced based information. The Chair will look to continue this process of utilizing LibGuides in other courses, particularly a 400 level course in the department. 3. The outcomes associated with this assessment strategy are included with the 2016-2017 report. The results from this review were shared with faculty in the department which was used to make revisions to their assignments and to their course starting with the Fall 2018 semester to include more opportunities to strengthen students' abilities to evaluate information and resources and to use that information to make a cogent argument to support a position.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:
Comment: **"**While we understand that the process for improving the assessment process for the Health Sciences program mirrored the process used for the HEP program, it would have been helpful to identify aspects of the process for the HS program that might have been unique (particular challenges or strengths of the Health Science program as it relates to the newly designed process) rather than duplicating the narrative in both the HS and HEP reports. That aside, the process used to redesign the Health Science program is well constructed and thoughtful. The strengths and challenges of the assessment process were more closely identified in this year's assessment report. The revised program outcomes are solid and the enhanced process will better inform future program improvements and overall effectiveness."

Response: The HHP Department implemented a redesigned assessment process tailored more specifically to the health sciences program. Learning outcomes more closely match ACSM KSA's as described. Individual courses were assessment for learning outcomes based on student work. Narrative is now unique to health sciences.

MARYMOUNT UNIVERSITY

Outcomes Assessment 2018-2019

Learning Outcome 1: Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
Evaluation of student work Direct Measure Three courses identified an assignment that included an assessment of this learning outcome.	An individualized rubric specific to this learning outcome was used that specified the score as: below standard, meets standard, and exceeds standard. This rubric is attached in Appendix C. The department reached consensus that the target score = ***75% Meets Standard***	Rubrics (see Appendix C) were generated and used to determine proficiency on assignments in targeted classes as identified from the curriculum map and a randomly selected sample of students.	Three courses were identified to have addressed this learning outcome. Assessment of this learning outcome utilized a holistic rubric developed for the learning outcome. The target measure was for 75% of students to "Meets Standard". **HPR 304: Developing Physical Training Programs** N= 13 students Below Standard = 0 Meets Standard = 8 Exceeds Standard = 5 In sum, 100% of students either met or exceeded the standard. **Met** **HPR 330: Designing Public Health Programs** N= 7 students Below Standard = 0 Meets Standard = 4 Exceeds Standard = 3 In sum, 100% of students either met or exceeded the standard. **Met** **HPR 415: Applications in Human Performance** N= 35 Below Standard = 0 Meets Standard = 20 Exceeds Standard = 15 In sum, 35 students either met or exceeded the standard **Met** **Combined Assessment** N= 55 students Below Standard = 0 Meets Standard = 32 Exceeds Standard = 23 In sum, all students either met or exceeded standards. **Met**
Graduating Student Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and	Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program	Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated good or excellent on the survey.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
	qualitative feedback. The performance measure of ***75% rating of good or excellent on survey items*** was target measure.	and bringing to attention areas for improvement. The 2018-19 Graduating Student Survey had 53 responses.	N=53 Apply knowledge and skills to new situations = 77.4% **Met** Solve problems in your field using your knowledge and skills = 77.4% **Met** I believe I have the knowledge and skills to necessary to be effective at making positive changes in the community = 100% **Met**
Alumni Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the alumni survey for items relevant to learning outcome and qualitative feedback. The performance measure of **75% rating of good or excellent** on survey items was target measure.	Alumni surveys (Appendix E) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement. The 2018 Alumni survey had 12 total responses, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17.	Items on the alumni survey were similarly stated as the GSS above. These items are reported below in terms of the percent who stated good or excellent on the survey. N=12 Apply knowledge and skills to new situations = 58.3% **Not Met** Solve problems in your field using your knowledge and skills = 66.7% **Not Met** **Explanation:** response rates to these questions were less than half that of the previous assessment report. It is hard to determine the reliability of this result since the GSS (with 53 respondents) paints a different picture. This may be due to improvements in this area since the time period difference of data collection between the alumni and graduating student survey results presented here and above.
Internship Evaluation Direct Measure	The measure was the internship supervisor review form, which is completed by the internship supervisor	An internship supervisor performance review was obtained for all students who were	The analysis process included a review of the internship supervisor performance sheet. The following is a summary of

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
	(Appendix F). A rating scale of five responses included (1) poor, (2) fair, (3) good, (4) excellent, and (N/O or not observed). The department considered a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The department reached consensus that the target score = ***75% Meets Standard.***	enrolled in an internship during the academic year. There were 23 students in the program who were enrolled in an internship during the 2018-19 academic year.	the items on the supervisor performance sheet that related to this learning outcome (labeled as a section on the evaluation as "health/fitness knowledge" with 8 components) and the number of students who met or exceeded the standard, as identified by the supervisor: **HPR 400 Internship** N=23 students When observed, which was the majority of the time, supervisors rated MU health sciences interns at a level of 4 to 5 for this section of the internship evaluation. Only one intern was deemed below standard for knowledge of basic anatomy and exercise science. All other ratings for all other students (when observed) were a 3 and above with the majority being rated at 4 to 5 for each component of "health/fitness knowledge". **Met**

<u>Interpretation of Results</u>

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Learning outcome 1 was assessed via four direct measures (3 proficiency reports and internship evaluation). Three courses that ran in 2018-2019 addressed this learning outcome. The target measure for an assessment of meets or exceed standards was set as 75%. In **HPR 304 Developing Physical Training Programs**, students were asked to write a 6-week exercise program for a particular population that included a required understanding of health and fitness programming (i.e., heart rate recommendations, body mass index, contraindications, etc.). A random sample of students (N=13) were evaluated for this outcome. Of these, all 13 (100%) had achieved an assessment of meets or exceeds standard. In **HPR 330 Designing Public Health Programs**, students were assigned a research paper that incorporated and understanding of contemporary public health issues and the current strategies utilized to address the needs of communities and populations. A random sample of students (N=7) were evaluated for this outcome. All 7 (100%) had achieved an assessment of meets or exceeds standard. Finally, in **HPR 415 Applications in Human Performance**, students were tasked with performing a full clinical graded exercise test on a mock patient, requiring knowledge of special population needs and skill expanded upon in several 200 and 300 level courses (such as HPR 304 itself). Students enrolled in this course (N=35) were evaluated for this outcome as this course is the final course in the program and may be considered a "capstone" course. All students (100%) were assessed to either meet or exceed the standard for this outcome. In sum, a total of 55 students were assessed in three separate classes on three different assignments and 55 of the 55 (100%) were assessed to have either met or

exceeded the standard based on the rubric. This is above the targeted measure of 75% of students who met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

The fourth direct measure of assessment was the internship supervisor review form, which is completed by the internship supervisor at the end of the semester. Eight items on this form addressed this learning outcome all found under the main heading of "health/fitness knowledge" and included the following items:

- Knowledge of basic anatomy and exercise science
- Knowledge of risk factors that might require medical referral
- Knowledge of principles of injury prevention
- Knowledge of basic principles of exercise training
- Knowledge of basic nutrition and weight control
- Knowledge of fitness assessment procedures
- Knowledge of exercise and health enhancement programs
- Understanding program administration

A total of 23 students were enrolled in the internship during the 2018-2019 academic year. All 23 students were rated as "exceeds standard" for the 8 items on the review form with one exception as mentioned above. This is above the targeted measure of 75% of students who either met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

Two indirect measures were used to assess this learning outcome (2018 Alumni survey and the 2018-2019 Graduating Student Survey). The results of the alumni survey included 12 respondents, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17 cohort. Two items on the alumni survey specifically addressed this learning outcome (*Apply knowledge and skills to new situations* and *Solve problems in your field using your knowledge and skills*). Between 58 and 67% of respondents, respectively, indicated a rating of good or excellent to this item. This is slightly below the target measure of 75% of respondents who either report a rating of good or excellent. However, in contrast, the Graduating Student Survey also examined this learning outcome using three indirect measures, similar to the alumni survey as noted above with the addition of one question (*I believe I have the knowledge and skills to necessary to be effective at making positive changes in the community*). 77.4% of the 53 respondents indicated that they felt able to apply knowledge and skills to new situations and solve problems in their field using their knowledge and skills. Overwhelmingly, 100% of respondents believed they have the necessary knowledge and skills to be effective in the community. The Chair will continue to monitor alumni responses for this learning outcome.

Based on several direct and indirect measures, learning outcome 1 has been satisfactorily achieved by Health Sciences students. Nearly all measures used to assess this outcome met the targeted outcome of 75% proficiency and notably, 100% of students enrolled in the internship course met or exceeded the standard when observed by supervisors.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>
The BS Health Sciences curriculum has several core courses that directly address this learning outcome. Students are initially introduced to the field of exercise science and public health in HPR 201, which serves as an entry-level prerequisite course in the health sciences curriculum. The knowledge obtained in this class is refined and repeated at greater subject mastery in several other courses including HPR 202, HPR 260, HPR 302, HPR 304, HPR 406, and HPR 415. Several of these courses involve assignments with overlapping skill development, yet as students matriculate in the Health Sciences program, there is the requirement of increasing levels of skill mastery. This is evidenced quite well in this assessment report as a higher percentage of students were assessed as meets or exceeds standards in HPR 415 than in lower level courses. It should be noted that the addition of the public health emphasis beginning Fall 2018 will at times separate (several different core courses) these students from the pre-PT and pre-professional emphases curriculum (which is more exercise science based; see below for more discussion on this matter) with distinct courses having been implemented to develop skills and knowledge as students matriculate in this new track. As such, the Chair will work with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to public health. Nevertheless, the dedicated Kinesiology Lab in Caruthers Hall has made a significant difference to the learning experiences relative to this outcome for all health sciences students in the program yet still presents a challenge due to space limitations (this has been a problem for many years as the health sciences program has expanded).

Several opportunities for improvement exist for health sciences including the creative and innovative use of the Kinesiology Lab. The Lab currently is relatively small compared to the size of the program and does not have the capacity to hold more than 8-12 students at a time. This has limited the use of the lab in courses that have more than 8 students (which is almost all). An opportunity exists to utilize our graduate assistants to assist with access to the lab and for conducting skill-based learning during class time. With assistance from graduate assistants, faculty will have more opportunities to incorporate hands-on skill development of equipment in the lab. Finally, an opportunity exists to enhance our understanding of graduating students and alumni competency relevant to this learning outcome. Currently, both surveys have only 2-3 questions that are relevant to assessment of this outcome. Adding a few questions that additionally speak directly to this learning outcome are warranted, particularly as students begin to matriculate in the new public health track.

Lastly, and most importantly [if anyone is reading this, please read the following comments], since the addition of the public health emphasis, which prior had been called health promotion and was populated by students seeking employment or further education in two distinct fields (public health and exercise science), an opportunity exists to create an alternate emphasis area for those interested in exercise science which is at the heart of the health sciences program as can been seen in this assessment report. Since the deletion of the health promotion emphasis, and addition of the public health emphasis, the department has lost exercise science as a distinctive and characteristic emphasis for a health sciences student. Thus, the Chair will embark on a major curriculum proposal during the fall 2019 semester to implement a new emphasis called exercise science housed alongside the currently existing public health, pre-physical therapy, and pre-professional emphases. Those students seeking employment in the field of exercise science will find this an attractive alternative to public health and courses will in many cases overlap with those in the pre-PT and pre-professional emphases. It is the intent that the new exercise science emphasis will return the health sciences program to its original roots, further distinguish the health sciences program by offering distinctive and competitive emphases, and attract new students to a curriculum with a viable and thriving professional/occupational outlook based on the standards set forth by *the* professional organization used by health sciences since its inception at Marymount; the American College of Sports Medicine (ACSM).

Learning Outcome 2: Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
Evaluation of student work Direct Measure Three courses identified an assignment that included an assessment of this learning outcome.	An individualized rubric specific to this learning outcome was used that specified the score as: below standard, meets standard, and exceeds standard. This rubric is attached in Appendix C. The department reached consensus that the target score = ***75% Meets Standard***	Rubrics (see Appendix C) were generated and used to determine proficiency on assignments in targeted classes as identified from the curriculum map and a randomly selected sample of students.	Three courses were identified to have addressed this learning outcome. Assessment of this learning outcome utilized a holistic rubric developed for the learning outcome. The target measure was for 75% of students to "Meets Standard". **HPR 304: Developing Physical Training Programs** N= 13 students Below Standard = 1 Meets Standard = 9 Exceeds Standard = 3 In sum, 92% of students either met or exceeded the standard. **Met** **HPR 330: Designing Public Health Programs** N= 7 students

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
			Below Standard = 0 Meets Standard = 3 Exceeds Standard = 4 In sum, 100% of students either met or exceeded the standard. **Met** **HPR 415: Applications in Human Performance** N= 35 Below Standard = 0 Meets Standard = 22 Exceeds Standard = 13 In sum, 35 students (100%) either met or exceeded the standard. **Met** **Combined Assessment** N= 55 students Below Standard = 1 Meets Standard = 34 Exceeds Standard = 20 In sum, 54 of 55 (98%) students either met or exceeded standards. **Met**
Graduating Student Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and qualitative feedback. The performance measure of ***75% rating of good or excellent on survey items*** was target measure.	Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement. The 2018-19 Graduating Student Survey had 53 responses.	Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated good or excellent on the survey. N=53 I believe that I have the knowledge and skills necessary to be effective at making positive changes in my community = 100% **Met** I am aware of how I might apply what I've learned at Marymount to serve my community = 100% **Met** Develop a coherent oral presentation = 81.1% **Met**
Alumni Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the alumni survey for items relevant to learning outcome and qualitative feedback. The performance	Alumni surveys (Appendix E) were distributed to students to determine satisfaction in several areas with the program and bringing to	Items on the alumni survey were similarly stated as the GSS above. These items are reported below in terms of the percent who stated good or excellent on the survey. N=12

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
	measure of **75% rating of good or excellent** on survey items was target measure.	attention areas for improvement. The 2018 Alumni survey had 12 total responses, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17.	Apply knowledge and skills to new situations = 58.3% **Not Met** Apply education to serve others in your community = 58.3% **Not Met** Develop a coherent oral presentation = 58.3% **Not Met** **Explanation:** response rates to these questions were less than half that of the previous assessment report. It is hard to determine the reliability of this result since the GSS (with 53 respondents) and internship supervisor evaluations paint a different picture. This may be due to improvements in this area since the time period difference of data collection between the alumni and graduating student survey results presented here and above.
Internship Evaluation Direct Measure	The measure was the internship supervisor review form, which is completed by the internship supervisor (Appendix F). A rating scale of five responses included (1) poor, (2) fair, (3) good, (4) excellent, and (N/O or not observed). The department considered a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The department reached consensus that the target score = ***75% Meets Standard.***	An internship supervisor performance review was obtained for all students who were enrolled in an internship during the academic year. There were 23 students in the program who were enrolled in an internship during the 2018-19 academic year.	The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the items on the supervisor performance sheet that related to this learning outcome and the number of students who met or exceeded the standard, as identified by the supervisor. **HPR 400 Internship** N=23 students Effectiveness in communicating with clients = 3 “average” or rating of “3”, 13 “good” or “4”, and 5 “excellent” or “5” (2 not observed). **100% Met**

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
			Skill in leading exercise and health activities = 2 "average" or rating of "3", 5 "good" or "4", and 11 "excellent" or "5" (5 not observed). **100% Met** Knowledge of exercise and health enhancement programs = 3 "good" or rating of "4" and 12 "excellent" or "5" (8 not observed). **100% Met** Understanding of program administration = 2 "good" or "4" rating and 16 "excellent" or rating of "5" (5 not observed). **100% Met**

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*
Learning outcome 2 was assessed via four direct measures (3 proficiency reports and internship evaluation). Three courses that ran in 2018-2019 addressed this learning outcome. The target measure for an assessment of meets or exceed standards was set as 75%. In **HPR 304 Developing Physical Training Programs**, students were asked to write a 6-week exercise program for a particular population that assessed an ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness (i.e., heart rate recommendations, results of body mass index and fitness testing and how to address, etc.). A random sample of students (N=13) were evaluated for this outcome. Of these, all 13 (100%) had achieved an assessment of meets or exceeds standard. In **HPR 330 Designing Public Health Programs**, students were assigned a research paper that incorporated and understanding of contemporary public health issues and the current strategies utilized to address approaches to educating and counseling communities and populations. A random sample of students (N=7) were evaluated for this outcome. Six of 7 students (92%) had achieved an assessment of meets or exceeds standard. Finally, in **HPR 415 Applications in Human Performance**, students were tasked with performing a full clinical graded exercise test on a mock patient, requiring an understanding of how to explain and counsel individuals on the results (such as those with coronary artery disease) expanding on several 200 and 300 level courses (such as HPR 304 itself). Students enrolled in this course (n=35) were evaluated for this outcome as this course is the final course in the program and may be considered a "capstone" course. All students (100%) were assessed to have either met or exceeded the standard for this outcome. In sum, a total of 55 students were assessed in three separate classes on three different assignments and 54 of the 55 students (98%) were assessed to have either met or exceeded the standard based on the rubric. This is above the targeted measure of 75% of students who met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

The fourth direct measure of assessment was the internship supervisor review form, which is completed by the internship supervisor at the end of the semester. Eight items on this form addressed this learning outcome all found under the main heading of "health/fitness knowledge" and included the following items:

- Effectiveness in communicating with clients
- Skill in leading exercise and health activities
- Knowledge of exercise and health enhancement programs

- Understanding of program administration

A total of 23 students were enrolled in the internship during the 2018-2019 academic year. All 23 students were rated as "exceeds standard" for the 4 items on the review form as mentioned above. This is above the targeted measure of 75% of students who either met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

Two indirect measures were used to assess this learning outcome (2018 Alumni survey and the 2018-2019 Graduating Student Survey). The results of the alumni survey included 12 respondents, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17 cohort. Three items on the alumni survey specifically addressed this learning outcome (*Apply knowledge and skills to new situations; Apply education to serve others in your community; Develop a coherent oral presentation*). Approximately 58% of respondents, respectively, indicated a rating of good or excellent to this item. This is slightly below the target measure of 75% of respondents who either report a rating of good or excellent. However, in contrast, the Graduating Student Survey also examined this learning outcome using three indirect measures, similar to the alumni survey as noted above with the addition of one question (*I believe that I have the knowledge and skills necessary to be effective at making positive changes in my community; I am aware of how I might apply what I've learned at Marymount to serve my community; Develop a coherent oral presentation*). Between 81 and 100% of the 53 respondents indicated a strong sense of preparation in each of these areas. The Chair will continue to monitor alumni responses for this learning outcome.

Based on several direct and indirect measures, learning outcome 2 has been satisfactorily achieved by Health Sciences students. Many of the measures used to assess this outcome met the targeted outcome of 75% proficiency and notably, 100% of students enrolled in the internship course met or exceeded the standard when observed by supervisors.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>
The BS Health Sciences curriculum has several core courses that directly address this learning outcome. Students are initially introduced to the field of exercise science and public health in HPR 201, which serves as an entry-level prerequisite course in the health sciences curriculum. The knowledge obtained in this class is refined and repeated at greater subject mastery in several other courses including HPR 202, HPR 260, HPR 302, HPR 304, HPR 406, and HPR 415. Several of these courses involve assignments with overlapping skill development, yet as students matriculate in the Health Sciences program, there is the requirement of increasing levels of skill mastery. This is evidenced quite well in this assessment report as a higher percentage of students were assessed as meets or exceeds standards in HPR 415 than in lower level courses. It should be noted that the addition of the public health emphasis beginning Fall 2018 will at times separate (several different core courses) these students from the pre-PT and pre-professional emphases curriculum (which is more exercise science based; see below for more discussion on this matter) with distinct courses, such as HPR 330, having been implemented to develop skills and knowledge as students matriculate in this new track (e.g., moving from HPR 215 Introduction to Public Health and/or HPR 240 Epidemiology into HPR 330 Designing Public Health Programs). As such, the Chair will work with the Department Internship Coordinator to revise the supervisor evaluation to include more specific assessment of learning outcomes relative to public health as students near completion of this new curriculum. Nevertheless, the dedicated Kinesiology Lab in Caruthers Hall has made a significant difference to the learning experiences relative to this outcome for all health sciences students in the program yet still presents a challenge due to space limitations (this has been a problem for many years as the health sciences program has expanded).

Several opportunities for improvement exist for health sciences including the creative and innovative use of the Kinesiology Lab. The Lab currently is relatively small compared to the size of the program and does not have the capacity to hold more than 8-12 students at a time. This has limited the use of the lab in courses that have more than 8 students (which is almost all). An opportunity exists to utilize our graduate assistants to assist with access to the lab and for conducting skill-based learning during class time. With assistance from graduate assistants, faculty will have more opportunities to incorporate hands-on skill development of equipment in the lab. Finally, an opportunity exists to enhance our understanding of graduating students and alumni competency relevant to this learning outcome. Currently, both surveys have limited questions that are relevant to assessment of this outcome. Adding a few questions that additionally speak directly to this learning outcome are warranted, particularly as students begin to matriculate in the new public health track. Lastly, see response above for learning outcome #1 on the major initiative to be undertaken by the HHP Department concerning the introduction of an exercise science emphasis area in Health Sciences.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

Learning Outcome 3: Apply ethical standards of conduct for health and wellness programs.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
Evaluation of student work Direct Measure Three courses identified an assignment that included an assessment of this learning outcome.	An individualized rubric specific to this learning outcome was used that specified the score as: below standard, meets standard, and exceeds standard. This rubric is attached in Appendix C. The department reached consensus that the target score = ***75% Meets Standard***	Rubrics (see Appendix C) were generated and used to determine proficiency on assignments in targeted classes as identified from the curriculum map and a randomly selected sample of students.	Three courses were identified to have addressed this learning outcome. Assessment of this learning outcome utilized a holistic rubric developed for the learning outcome. The target measure was for 75% of students to "Meets Standard". **HPR 304: Developing Physical Training Programs** N= 13 students Below Standard = 0 Meets Standard = 7 Exceeds Standard = 6 In sum, 13 of 13 (100%) students either met or exceeded the standard. **Met** **HPR 330: Designing Public Health Programs** N= 7 students Below Standard = 0 Meets Standard = 4 Exceeds Standard = 3 In sum, 7 of 7 (100%) students either met or exceeded the standard. **Met** **HPR 415: Applications in Human Performance** N= 35 Below Standard = 0 Meets Standard = 23 Exceeds Standard = 12 In sum, 35 of 35 (100%) of students either met or exceeded the standard. **Met** **Combined Assessment** N= 55 students Below Standard = 0 Meets Standard = 34 Exceeds Standard = 21 In sum, 55 of 55 (100%) of students either met or exceeded standards. **Met**
Graduating Student Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the graduating student survey for items relevant to learning outcome and	Graduating student surveys (Appendix D) were distributed to students to determine satisfaction in several areas with the program	Several items on the graduating student survey were relevant to this learning outcome. This item is reported below in terms of the percent who stated good or excellent on the survey.

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
	qualitative feedback. The performance measure of ***75% rating of good or excellent on survey items*** was target measure.	and bringing to attention areas for improvement. The 2018-19 Graduating Student Survey had 53 responses.	N=53 Determine the most ethically appropriate response to a situation = 79.2% **Met** Understand the major ethical dilemmas in your field = 75.5% **Met** I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences = 100% **Met**
Alumni Survey Indirect Measure	Responses indicating positive ratings (good or excellent) of the program on the alumni survey for items relevant to learning outcome and qualitative feedback. The performance measure of **75% rating of good or excellent** on survey items was target measure.	Alumni surveys (Appendix E) were distributed to students to determine satisfaction in several areas with the program and bringing to attention areas for improvement. The 2018 Alumni survey had 12 total responses, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17.	Items on the alumni survey were similarly stated as the GSS above. These items are reported below in terms of the percent who stated good or excellent on the survey. N=12 Determine the most ethically appropriate response to a situation = 66.7% **Not Met** Understand the major ethical dilemmas in your field = 58.3% **Not Met** Work collaboratively with people from diverse backgrounds = 75% **Met** **Explanation:** response rates to these questions were less than half that of the previous assessment report. It is hard to determine the reliability of this result since the GSS (with 53 respondents) and internship supervisor evaluations paint a different picture. This may be due to improvements in this area since the time period difference of data collection between the alumni and graduating student survey

Outcome Measures *Explain how student learning will be measured and indicate whether it is direct or indirect.*	**Performance Standard** *Define the acceptable level of student performance.*	**Data Collection** *Discuss the process for collecting this data: who conducted the assessment, when, and how?*	**Result** *Did you meet your target? What was the result?*
			results presented here and above.
Internship Evaluation Direct Measure	The measure was the internship supervisor review form, which is completed by the internship supervisor (Appendix F). A rating scale of five responses included (1) poor, (2) fair, (3) good, (4) excellent, and (N/O or not observed). The department considered a score of (1) or (2) to be categorized as below standard, a score of (3) to meet standard, and a score of (4) to exceed standard. The department reached consensus that the target score = ***75% Meets Standard.***	An internship supervisor performance review was obtained for all students who were enrolled in an internship during the academic year. There were 23 students in the program who were enrolled in an internship during the 2018-19 academic year.	The analysis process included a review of the internship supervisor performance sheet. The following is a summary of the items on the supervisor performance sheet that related to this learning outcome and the number of students who met or exceeded the standard, as identified by the supervisor. **HPR 400 Internship** N=23 students Practice of ethical standards = 1 "good" or "4" and 21 "excellent" or "5" (1 not observed). **100% Met** Courtesy and consideration in working with clients = 3 "good" or "4" and 20 "excellent" or "5". **100% Met**

<u>Interpretation of Results</u>

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Learning outcome 3 was assessed via four direct measures (3 proficiency reports and internship evaluation). At least three courses that ran in 2018-2019 addressed this learning outcome. The target measure for an assessment of meets or exceed standards was set as 75%. In **HPR 304 Developing Physical Training Programs**, students were asked to write a 6-week exercise program for a particular population that considered the special needs of individuals and thus took an ethical approach in tailoring health and wellness programming to the needs of diverse individuals. A random sample of students (N=13) were evaluated for this outcome. Of these, all 13 (100%) had achieved an assessment of meets or exceeds standard. In **HPR 330 Designing Public Health Programs**, students were assigned a research paper that incorporated and understanding of contemporary public health issues and the current strategies utilized to address approaches to educating and counseling communities and populations. A component of this assignment had students determine specific needs of diverse populations thus requiring an ethical approach to programming, rather than a one size fits all strategy. A random sample of students (N=7) were evaluated for this outcome. All 7 students (100%) had achieved an assessment of meets or exceeds standard. Finally, in **HPR 415 Applications in Human Performance**, students were tasked with performing a full clinical graded exercise test on a mock patient, requiring an understanding of how to explain and counsel individuals on the results (such as those with coronary artery disease) in a sensitive and professional manner. Students met or exceeded this outcome if they were able to determine those in need of clearance prior to beginning an exercise program and when verbally able to explain test results while reserving judgement and indicating when further referral would be warranted based on actual test results. Students enrolled in this course (n=35) were evaluated for this outcome as this course is the final course in the program and may be considered a "capstone" course. All students (100%) were assessed to have either met or exceeded the standard for this outcome. In sum, a total of 55 students were assessed in three separate classes on three different assignments and 55 of the 55 students (100%) were assessed to have either met or exceeded the standard based on the rubric. This is above the

targeted measure of 75% of students who met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

The fourth direct measure of assessment was the internship supervisor review form, which is completed by the internship supervisor at the end of the semester. Two items on this form addressed this learning outcome and included the following items:

- Practice of ethical standards
- Courtesy and consideration in working with clients

A total of 23 students were enrolled in the internship during the 2018-2019 academic year. Of the 23 students where supervisors rated students or noted an observation (1 not observed) for the 2 items on the review form as mentioned above, all (100%) were deemed to have met or exceeded the standard of good or excellent. This is above the targeted measure of 75% of students who either met or exceeded the standard that the department had determined to be a goal prior to the assessment process.

Two indirect measures were used to assess this learning outcome (2018 Alumni survey and the 2018-2019 Graduating Student Survey). The results of the alumni survey included 12 respondents, 5 of which were respondents from 2012-13 and 7 respondents from 2016-17 cohort. Three items on the alumni survey specifically addressed this learning outcome (*Determine the most ethically appropriate response to a situation; Understand the major ethical dilemmas in your field; Work collaboratively with people from diverse backgrounds*). Approximately 58-75% of respondents (depending on the measure) indicated a rating of good or excellent to this item. This is slightly below the target measure of 75% of respondents who either report a rating of good or excellent. However, in contrast, the Graduating Student Survey also examined this learning outcome using three indirect measures, similar to the alumni survey as noted above with the addition of one question (*Determine the most ethically appropriate response to a situation; Understand the major ethical dilemmas in your field; I'm confident in my ability to work collaboratively with people of diverse backgrounds and experiences*). Between 75 and 100% of the 53 respondents indicated a strong sense of preparation in each of these areas. The Chair will continue to monitor alumni responses for this learning outcome.

Based on several direct and indirect measures, learning outcome 3 has been satisfactorily achieved by Health Sciences students. Many of the measures used to assess this outcome met the targeted outcome of 75% proficiency and notably, 100% of students enrolled in the internship course met or exceeded the standard when observed (all but one student not observed) by supervisors.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>
This learning outcome is a focus of several courses in the program as can be seen in Appendix B below. The HHP Department enrolls a diverse population of students who are exposed to one another in ways that transcend other disciplines through lab experiences, small group work, and study abroad experiences. Students interact closely with one another in health sciences and as such, there is an innate building of cultural and population specific sensitivity. Nevertheless, coursework in the field inherently focuses on the whole person and their individual health in many cases. At the larger community level, courses such as HPR 230, which all health sciences students take, build a foundation of cultural sensitivity for population-specific public health concerns. It is interesting then that a dichotomy exists in alumni and graduating student surveys between being able to work with diverse populations in an apparent ethical manner. The Chair will work with faculty to ensure that applying ethical conduct for health and wellness programs remains a priority in coursework. In future and on a somewhat related note, the Department is considering combining HPR 390/430 for symmetry between public health minor and major as well as revising HPR 335 Topics in Public Health from a required to recommended course in the health sciences: public health emphasis as this is a relatively new program. While these changes are broader in nature than this learning outcome alone, combining students in the public health minor and major would expose more students to projects requiring cultural and ethical sensitivities. In addition, moving HPR 335 to an elective would offer students the opportunity to select courses outside of the discipline with a focus on ethical approaches to a variety of topics. The Chair will explore ways to incorporate ethics into HPR 335 this upcoming Spring 2020 semester as the focus will be on health and aging. Lastly, the Chair will work to modify the existing language of questions on the alumni and graduating student surveys to be somewhat less vague than at present. Perhaps that is one reason for the discrepancy in students between their perceived ability to determine the most ethically appropriate response to a situation and understanding major ethical dilemmas in their field and their actual performance on coursework and field experiences in the internship.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

Appendix A: BS in Health Sciences – Current Learning Outcomes: Historical Perspective

2015-16 Program Learning Outcomes	***Current and Revised Program Learning Outcomes***
1.Demonstrate the knowledge and skills required to function as competent entry-level professionals in the health/fitness industry as determined by the ACSM and to attend graduate school (e.g., Physical Therapy) if they desire	1. Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.
2.Acquire and demonstrate competence in using technology and non-technology-based equipment, industry tools/inventories, and/or other practical "hands-on" applications in health and wellness as determined by the ACSM.	2. Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings.
3. Demonstrate the ability to effectively educate and/or counsel individuals regarding lifestyle modification.	3. Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.
4. Successfully respond in a rational, sensitive, and critical thinking manner about values and ethics in the health and wellness field.	4. Apply ethical legal standards to conduct of health and wellness programs.
5. Demonstrate an ability to use technology in the classroom, in designing and evaluating health promotion programs and/or in the clinical setting.	DELETE
6. Gather, evaluate, and utilize appropriate information to address the health needs/concerns of individuals or groups (INQUIRY outcome)	5. Evaluate information and resources that address the health needs/concerns of individuals or groups (INQUIRY outcome)

Appendix B: BS Health Sciences Program Learning Outcomes and Curriculum Map

Learning Outcomes	HPR 201	HPR 202	HPR 215	HPR 225	HPR 230	HPR 240	HPR 260	HPR 301	HPR 302	HPR 304	HPR 308	HPR 330	HPR 340	HPR 406	HPR 410	HPR 415	HPR 400
1. Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
2. Demonstrate competence in using equipment, industry tools/inventories, and/or other practical "hands-on" applications typically used in health and wellness settings and/or clinical settings.					x	x	x	x	x	x	x	x	X	x		x	x
3. Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness.			x	x		x			x	x	x	x	X	x	x	x	x
4. Apply ethical standards of conduct for health and wellness programs.			x	x	x	x		x	x	x	x	x				x	x
5. Evaluate information and resources that address the health needs/concerns of individuals or groups (INQUIRY outcome)	x		x	x	x	x		x	x	x	x	x	X	x		x	

Appendix C: Holistic Rubrics Developed For Program Learning Outcomes 1, 3, and 4 (listed as 1, 2, 3 in this report, respectively)

LEARNING OUTCOME #1: Demonstrate the knowledge required to function as competent entry-level professionals in the health/fitness industry

Below Standard	Meets Standard	Exceeds Standard
Does not use the principles of planning health/fitness programs.	Uses the principles of planning health/fitness programs in an effective manner.	Uses the principles of planning health education/promotion programs in an innovative manner.
Does not integrate the processes necessary for successful implementation of health/fitness programs.	Integrates the processes necessary for successful implementation of health/fitness programs with proficiency.	Integrates the processes necessary for successful implementation of health/fitness programs with high proficiency.
Does not functions independently as a professional in the health/fitness industry.	Functions independently as a professional in the health/fitness industry.	Demonstrates a high level of independent functioning as a professional in the health/fitness industry.
Fails to adapt exercise testing for special populations.	Adapts exercise testing to the needs of special populations, such as those with CV disease.	Adapts fitness/wellness tools to the needs of special populations with high proficiency.
Does not recognize abnormal physiological responses to exercise testing.	Recognizes abnormal physiological responses to exercise testing and takes appropriate action.	Recognizes abnormal/uncomfortable responses to Fitness/wellness testing/interventions and takes appropriate action with high proficiency.

LEARNING OUTCOME #3 (listed as LO # 2 in this report): Demonstrate the ability to effectively educate and/or counsel individuals regarding behavior modification for the promotion of health and wellness

Below Standard	Meets Standard	Exceeds Standard
Does not apply behavior change theories to the promotion of health and wellness.	Effectively applies behavior change theories to the promotion of health and wellness.	Applies behavior change theories to the promotion of health and wellness at a high level.
Does not effectively communicate with others about health.	Effectively communicates with others about health.	Communicates with others about health in great detail using evidence.
Does not effectively motivate and encourage others regarding behavior change to promote health and wellness.	Effectively motivates and encourages others regarding behavior change to promote health and wellness.	MMotivates and encourages others regarding behavior change to promote health and wellness in a highly effective manner.
Fails to use the results of an exercise test correctly to draw conclusions on the efficacy of beginning an exercise program.	Effectively uses results of the clinical exercise test to draw conclusions on the efficacy of beginning an exercise program.	Uses with high proficiency results of the clinical exercise test to draw conclusions on the efficacy of beginning an exercise program.
Does not effectively determine readiness for exercise and/or wellness programming.	Effectively determines readiness for exercise and/or wellness programming.	Determines with high efficiency readiness for exercise and/or wellness programming.

LEARNING OUTCOME #4 (listed as LO # 3 in this report): Apply ethical standards to the conduct of health and wellness programs

Below Standard	Meets Standard	Exceeds Standard
Does not demonstrate the practice of ethical standards in the conduct of health and wellness programs and/or consultative relationships.	Demonstrates the practice of ethical standards in the conduct of health and wellness programs and/or consultative relationships.	Demonstrates with high sensitivity the practice of ethical standards in the conduct of health and wellness programs and/or consultative relationships.
Fails to comply with legal standards when selecting health/wellness strategies and designing programs.	Complies with legal standards in selecting health/wellness strategies and designing programs.	Well versed in complying with legal standards in selecting health/wellness strategies and designing programs.
Fails to recognize those who may need further clearance prior to beginning an exercise program.	Recognizes those who may need further clearance prior to beginning an exercise program.	Highly proficient in recognizing those who may need further clearance prior to beginning a behavior change program.
Is not culturally competent in recognizing various risk factors for cardiovascular disease.	Is culturally competent in recognizing various risk factors for cardiovascular disease.	High level of cultural competency to work with and meet the needs of a variety of diverse individuals/populations.
Does not recognize opportunities and access to fitness/wellness programs for individuals of all abilities and backgrounds.	Recognizes opportunities and access to fitness/wellness programs for individuals of all abilities and backgrounds.	Well versed in opportunities and access to fitness/wellness programs for individuals of all abilities and backgrounds.

Appendix D: Graduating Student Survey Results

Graduating Student Survey, Spring 2019

2018-19 Graduating Student Survey -- Evaluation of Preparation

NU : UG : Health Science (B.S.)

	Responses	% Good or Excellent	Mean	Std Dev
Find a job in your field.	53	58.5	3.60	0.97
Succeed in a job in your field.	52	57.7	3.58	1.00
Attain a promotion within your existing employment situation.	53	54.7	3.51	0.91
Pursue more education in your field.	53	77.4	3.98	0.93
Conduct research to support a position.	53	64.2	3.70	0.87
Develop a coherent written argument.	53	67.9	3.81	0.76
Deliver a coherent oral presentation.	53	81.1	4.00	0.85
Use quantitative/qualitative techniques within your professional field.	53	77.4	3.94	0.74
Determine the most ethically appropriate response to a situation.	53	79.2	4.00	0.71
Understand the major ethical dilemmas in your field.	53	75.5	3.94	0.77
Work as part of an effective team.	53	84.9	4.21	0.74
Lead a team.	53	84.9	4.13	0.76
Manage time effectively.	53	81.1	4.06	0.82
Use technology effectively in a workplace environment.	53	81.1	4.02	0.80
Apply knowledge and skills to new situations.	53	77.4	4.00	0.68
Solve problems in your field using your knowledge and skills.	53	77.4	3.98	0.66
Find appropriate sources of information.	52	75.0	3.96	0.74
Evaluate the quality of information (e.g. scholarly articles, newspapers).	53	81.1	4.08	0.68

Responses on a 5 point scale: 1 (Poor) to 5 (Excellent)

Appendix E: HHP: Health Sciences Alumni Data

MARYMOUNT UNIVERSITY

2018 Marymount Alumni Data -- By Program

2012-13 Respondents:	*5*	Undergraduate
2016-17 Respondents:	*7*	Malek School of Health Professions
Total Respondents:	***12***	Health Science (B.S.)

From your experience at MU, how would you rate each of following?	Percent Good or Excellent*	Valid N
Overall experience	50.0%	12
Academic quality	58.3%	12
Major department or academic program	66.7%	12
Library and Learning services	75.0%	12
Academic advising	75.0%	12
Marymount's academic reputation	58.3%	12
For each of the following skills, please indicate how well you believe your education prepared you to:		
Find a job in your field	8.3%	12
Pursue more education in your field	33.3%	12
Find appropriate sources of information	58.3%	12
Evaluate the quality of information	50.0%	12
Conduct research to support a position	33.3%	12
Develop a coherent written argument	66.7%	12
Deliver a coherent oral presentation	58.3%	12
Use quantitative/qualitative techniques within your professional field	33.3%	12
Determine the most ethically appropriate response to a situation	66.7%	12
Understand the major ethical dilemmas in your field	58.3%	12
Use technology effectively in a workplace environment	41.7%	12
Apply knowledge and skills to new situations	58.3%	12
Solve problems in your field using your knowledge and skills	66.7%	12
Work collaboratively with people from diverse backgrounds	75.0%	12
Apply education to serve others in your community	58.3%	12

Appendix F: Internship Supervisor Evaluation Form

FINAL AGENCY EVALUATION OF STUDENT INTERN PERFORMANCE

Marymount University
Dept. of Health & Human Performance
2807 North Glebe Road
Arlington, Virginia 22207
(703) 526-6876

This form is to be completed by the Agency Supervisor and returned to the Marymount Internship Coordinator during the **final week** of the internship: ***COB Friday, April 29, 2016.***

Student Intern:_____

Agency Supervisor:_____

On the following scale, please rate the intern by placing an 'X' for each item:

1=poor **2**=fair **3**=average **4**=good **5**=excellent **N/O**= no opportunity to observe

Professional Conduct	1	2	3	4	5	N/O
a. Willingness to carry out duties and accept responsibility						
b. Completion of assignments in a professional and timely manner						
c. Observation of rules, practices, schedules						
d. Practice of ethical standards						

Comments:

Communication Skills	1	2	3	4	5	N/O
a. Effectiveness of communication with peers						
b. Effectiveness of communication with supervisor						
c. Effectiveness of communication with clients						
d. Quality of materials produced by student						
e. Quality of verbal presentations						

Comments:

Service Delivery	1	2	3	4	5	N/O
a. Effectiveness of planning and organization of work						
b. Initiative and self-direction in carrying out tasks						
c. Courtesy and consideration in working with clients						
d. Skill in conducting client screening and health appraisals						
e. Skill in conducting fitness assessments						
f. Skill in leading exercise and health activities						
g. Skill in other areas required in internship Specify:_____						

Comments:

Health/Fitness Knowledge	1	2	3	4	5	N/O
a. Knowledge of basic anatomy and exercise science						
b. Knowledge of risk factors that might require medical referral						
c. Knowledge of principles of injury prevention						
d. Knowledge of basic principles of exercise training						
e. Knowledge of basic nutrition and weight control						
f. Knowledge of fitness assessment procedures						
g. Knowledge of exercise and health enhancement programs						
h. Understanding of program administration						

Comments:

Please discuss this evaluation with the student intern.

Signature of Agency Supervisor:_____ Date_____

Please return to Dr. Michael Nordvall at address above, by fax: (703) 284-3819, or email: mnordval@marymount.edu